

FOURTH YEARBOOK  
NATIONAL ASSOCIATION  
SECONDARY SCHOOL PRINCIPALS

NATIONAL ASSOCIATION OF  
SECONDARY SCHOOL PRINCIPALS



# FOURTH YEARBOOK

*of the NATIONAL ASSOCIATION of  
SECONDARY SCHOOL PRINCIPALS*

---

*Edited by*

**H. V. CHURCH**

*Secretary of the Association*

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## THE OFFICERS OF THE ASSOCIATION

1920-1921

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## DIRECTORY

### NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS 1920

1919 HARRY D. ABELLS.  
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1920 J. E. ADAMS.  
Waller High School; Chicago, Illinois.

1919 MOTHER AGNES.  
Villa de Chantal; Rock Island, Illinois.

1919 J. A. ALEXANDER.  
Hutsonville, Illinois.

1919 S. R. ALLEN.  
Arcola, Illinois.

1919 (MRS.) E. G. ANDERSON.  
Reddick, Illinois.

1918 W. E. ANDREWS, A.B., '87; Ph.D., '00.  
1919, *Principal*, Benton Township High School; Benton, Illinois.

1919 ETHEL PERCY ANDRUS, B.S., '03; Ph.B., '03.  
1916, *Principal*, Lincoln High School; 3625 North Broadway St.,  
Los Angeles, California.

1918 GEORGE E. ANSPAUGH, A.B., '09; A.M., '16.  
1916, *Superintendent of Schools*, Farmer City and *Principal* of Moore  
Township High School; Farmer City, Illinois.

1918 JOHN M. AVERY, A.B., '14.  
1914, *Principal*, Public High School; Hillsboro, Illinois.

1918 W. C. BAER, A.B., '11.  
1913, *Principal*, Danville High School; Danville, Illinois.

1919 V. G. BARNES.  
*Principal*, Madison High School; Madison, Wisconsin.

1916 H. M. BARRETT, A.B., '90; A.M., '93; Lit. D., '14.  
1912, *Principal*, East Side High School; Nineteenth and Stouts Sts.,  
Denver, Colorado.

1918 R. G. BEALS.  
*Principal*, Taylorville Township High School; Taylorville, Illinois.

1916 WILFRED F. BEARDSLEY, A.B., '93.  
1906, *Principal*, Evanston Township High School; 1704 Hinman  
Ave., Evanston, Illinois.

1918 ERNEST J. BECKER, A.B., '94; Ph.D., '98.  
1909, *Principal*, Eastern High School; Baltimore, Maryland.

1919 LULU B. BECKINGTON, A.B., '12.  
1918, *Principal*, Belvidere High School; 628 South State St.,  
Belvidere, Illinois.

1918 GRANT BEEBE, B.S., '88.  
1913, *Principal*, Calumet High School; 8025 Normal Avenue, Chi-  
cago, Illinois.

1919 A. F. BENSON, M.P., '13.  
1918, *Principal*, Bremer Junior High School; Thirty-second and Emerson Ave., N., Minneapolis, Minnesota.

1919 CARL G. BICKEL, B.S., '16; M.S., '18.  
1919, *Principal*, McLean Community High School, McLean, Illinois.

1918 WILLIAM J. BICKETT.  
Bernardsville, New Jersey.

1918 FRED L. BIESTER, A.B., '14.  
1919, *Principal*, Glen Ellyn Township High School; Glen Ellyn, Illinois.

1919 WILLIAM BIRDZELL.  
1919, *Superintendent*, Elizabeth Public Schools; Elizabeth, Illinois.

1919 F. L. BLACK.  
Lockport, Illinois.

1919 H. B. BLACK.  
Mattoon, Illinois.

1916 H. E. BLAINE.  
Joplin, Missouri.

1916 LOUIS J. BLOCK, A.B., '68; A.M., '72; Ph.D., '82.  
1895, *Principal*, John Marshall High School; 3250 W. Adams St., Chicago, Illinois.

1920 C. W. BOARDMAN, Ph.B., '08.  
1916, *Assistant Principal*, Central High School; Minneapolis, Minnesota.

1916 WM. J. BOGAN, Ph.B., '09.  
1905, *Principal*, Lane Technical School; 1225 Sedgwick St., Chicago, Illinois.

1919 SISTER F. BORGIA.  
Villa de Chantal; Rock Island, Illinois.

1920 CLARENCE W. BOSWORTH, A.B., '09; A.M., '10.  
1917, *Principal*, Cranston High School; Auburn, Rhode Island.

1918 E. O. BOTTFENFIELD, Ph.B., '16.  
1916, *Principal*, Sparta Township High School; 501 N. Vine St., Sparta, Illinois.

1919 R. G. BOWDEN.  
Gilman, Illinois.

1919 WILLIAM W. BOWERS.  
Wenona, Illinois.

1918 E. L. BOYER.  
*Principal*, Bloom Township High School; Chicago Heights, Illinois.

1917 CHARLES A. BRADLEY, U. S. Military Academy '77; D. Sc. '16.  
1893, *Principal*, Manual Training High School; 2243 Race Street, Denver, Colorado.

1920 S. M. BRAME, A.B., '02.  
1909, *Principal*, Bolton High School; Alexandria, Louisiana.

1920 P. N. BRAGG.  
Helena High School; Helena, Arkansas.

1919 H. D. BRASEFIELD, Ph.B., '91.  
1917, *Principal*, Fremont High School; 460 Hanover Avenue, Oakland, California.

1916 JACOB P. BREIDINGER, A.B., '85; A.M., '88.  
1901, *Principal*, High School; 15 N. Franklin St., Wilkes-Barre, Pennsylvania.

1920 R. J. BRETNALL.  
Boulder, Colorado.

1918 FRANCIS A. BRICK.  
Bayonne, New Jersey.

1916 C. P. BRIGGS, A.B., '01.  
1920, *Principal*, Lakewood High School; Lakewood, Ohio.

1920 EUGENE S. BRIGGS.  
Oklmulgee, Oklahoma.

1916 THOMAS H. BRIGGS, Ph.D., '14.  
1915, *Professor of Education*, Teachers College, Columbia University;  
525 West 120 St., New York, New York.

1916 L. W. BROOKS, A.B., '03; A.M., '15.  
1919, *Principal*, Wichita High School; Wichita, Kansas.

1916 WENDELL S. BROOKS, B.A., '08.  
1914, *Head Master*, The Brooks School for Boys; 1535 Central Ave., Indianapolis, Indiana.

1919 C. A. BROTHERS.  
Dwight, Illinois.

1916 B. FRANK BROWN, A.B., '91; A.M., '98.  
1912, *Principal*, Lake View High School; 4015 N. Ashland Ave., Chicago, Illinois.

1916 EDWARD L. BROWN, A.B., '86; A.M., '90; Lit. D., '14.  
1898, *Principal*, North Side High School; 3324 Zuni Street, Denver, Colorado.

1918 GEORGE A. BROWN.  
Bloomington, Illinois.

1919 CHARLES BRUNER, A.B., '10; M. A., '13.  
1919, *Principal*, High School; Kewaunee, Illinois.

1916 BENJAMIN F. BUCK, A.B., '93.  
1913, *Principal*, Senn High School; 5900 Glenwood Ave., Chicago, Illinois.

1916 GEORGE BUCK, A.B., '91; A.M., '01.  
1910, *Principal*, Shortridge High School; Cor. Michigan and Penn Sts., Indianapolis, Indiana.

1918 B. R. BUCKINGHAM, Pd.B., '01; Ph.D., '13.  
1918, *Director of Educational Research*, University of Illinois; 1002 S. Busey Ave., Urbana, Illinois.

1919 H. C. BUELL,  
Polo, Illinois.

1919 F. M. BULLOCK.  
East Alton Community High School; Wood River, Illinois.

1917 P. C. BUNN, Ph.B., '09.  
1914, *Principal*, High School; 860 Sixth St., Lorain, Ohio.

1917 ALDEN JAMES BURTON, A.B., '08.  
1918, *Principal*, East High School; 1614 E. Twelfth St., Des Moines, Iowa.

1916 WILLIAM M. BUTLER, A.B., '77.  
1909, *Principal*, Yeatman High School; 3616 N. Garrison Ave., St. Louis, Missouri.

1918 MALLORY K. CANNON, M.A., '92.  
1916, *Principal*, Matthew Fontaine Maury High School; Norfolk, Virginia.

1919 J. W. CARRINGTON.  
Washburn, Illinois.

1920 JOHN LINTON CARVER, B.L., '93; A.M., '03; Ph.D., '05.  
1917, *Principal*, Friends Seminary; 226 East Sixteenth St., New York.

1920 THOMAS C. CHAFFEE, A.B., '02.  
1914, *Principal*, Gardiner High School; Gardiner, Maine.

1919 LEO E. CHANGNON, A.B., '12.  
1919, *Principal*, Donovan Township High School, Donovan, Illinois.

1917 JOHN O. CHEWNING, A.B., '01.  
1916, *Principal*, Central High School; Sixth and Vine Sts., Evansville, Indiana.

1916 HARRY VICTOR CHURCH, Ph.B., '94.  
1899, *Principal*, J. Sterling Morton High School, Twenty-fifth St. and Sixtieth Ave., Cicero, Illinois.

1919 A. L. CLARK.  
1048 Nineteenth St., Des Moines, Iowa.

1919 W. P. COLBURN, Ph.B., '05.  
1912, *Superintendent and Principal*, Rhinelander Schools; 4 N. Baird Ave., Rhinelander, Wisconsin.

1919 G. H. COLEBANK.  
1914, *Principal*, Fairmont High School; Fairmont, West Virginia.

1918 J. H. COLLINS, A.B., '92.  
1918, *Principal*, Independence High School; Independence, Oregon.

1919 V. D. COMP.  
St. Joseph, Illinois.

1919 C. C. CONDIT.  
Elmwood, Illinois.

1916 R. R. COOK, A.B., '08.  
1918, *Principal*, Topeka High School; Topeka, Kansas.

1917 WALTER FRANCIS COOLIDGE, A.B., '99; A.M., '01; A.M., '14.  
1913, *Principal*, Granite High School; 2325 D. St., Granite City Illinois.

1919 J. W. COSTELO.  
Huntley, Illinois.

1919 PHILIP W. L. COX, A.B., '05.  
1917, *Principal*, Ben Blewett Junior High School; St. Louis, Missouri.

1917 JOHN A. CRAIG, A.B., '09; A.M., '10.  
1915, *Principal*, Muskegon High and Hackley Manual Training School; 178 W. Webster Ave., Muskegon, Michigan.

1919 R. B. CRAIG.  
KINMUNDY, Illinois.

1919 J. H. CRANN, B.Sc., '06.  
1918, *Principal*, York Community High School, Elmhurst, Illinois.

1918 J. R. CRANOR.  
Gibson City, Illinois.

1920 H. H. CULLY, A.B., '87.  
1905, *Principal*, Glenville High School; Cleveland, Ohio.

1919 F. L. CUMMINGS, A.B., '04; A.M., '11.  
1916, *Principal*, Fergus County High School, 1007 W. Blvd., Lewistown, Montana.

1919 FRANK C. DANIEL.  
*Principal*, McKinley Manual Training High School; Washington, D. C.

1919 JAMES D. DARNALL, A.B., '16; M.A., '17.  
1919, *Principal*, Geneseo Township High School; Geneseo, Illinois.

1919 ALLAN DAVIS, M.S.; LL. M.  
1890, *Principal*, Business High School; Washington, D. C.

1918 GEORGE E. DAVIS, A.B., '02; A.M., '09.  
1919, *Principal*, Walnut Hills High School, Cincinnati, Ohio.

1916 JESSE B. DAVIS, A.B., '95, A.M., '07, A.M., (Hon.) '18.  
1920, *Superintendent of Secondary Education*; State House, Hartford, Connecticut.

1917 THOMAS M. DEAM, A.B., '08; A.M. '15.  
1916, *Principal*, Decatur High School; Decatur, Illinois.

1919 H. A. DEAN.  
*Superintendent of Schools*; Crystal Lake, Illinois.

1919 E. M. DEEM.  
Minier, Illinois.

1919 R. R. DENISON, A.B., '10.  
1918, *Principal*, Lawrenceville Township High School, Lawrenceville, Illinois.

1919 F. J. DESMOND, B.S., '11; A.B., '17.  
1916, *Head, History Department*, Elkhart High School; 303 High St., West Elkhart, Indiana.

1916 JOHN A. DEVLIN, B.S., '02; M.S., '18.  
1918, *Principal*, Atchison County High School; Effingham, Kansas.

1918 H. G. DIBBLE, Pd.B., '98; M.A., '12.  
1918, *Principal*, Gloversville High School; 108 Prospect St., Gloversville, New York.

1918 JOHN C. DIEHL, A.B., '87; A.M., '03.  
1919, *Principal*, Academy High School; 510 Myrtle St., Erie, Pennsylvania.

1919 C. D. DONALDSON.  
Savanna, Illinois.

1920 H. S. DOOLITTLE, A.B., '15.  
1917, *Principal*, Saginaw Eastern High School; Saginaw, Michigan.

1919 JAMES E. DOWNEY, A.B., '97; A.M., '05.  
1910, *Head Master*, High School of Commerce; Boston, Massachusetts.

1920 OTTO F. DUBACH, Ph.B., '98; Ph.M., '06.  
1920, *Principal*, Central High School; Kansas City, Missouri.

1918 F. W. DUNLAP.  
Bradford, Illinois.

1916 E. J. EATON, A.B., '04; A.M., '19.  
1915, *Principal*, West High School, Des Moines, Iowa.

1918 SILAS ECHOLS, B.A., '05.  
1915, *Principal*, High School; 612 Broadway, Mt. Vernon, Illinois.

1919 F. G. EDWARDS.  
Virginia, Illinois.

1918 CARLOS B. ELLIS.  
1910, *Principal*, High School of Commerce; Springfield, Massachusetts.

1918 FRANK S. EPSEY.  
1917, *Principal*, Roberts High School; *Superintendent* of Dist. No. 40; Roberts, Illinois.

1919 L. E. ETHERTON.  
Kinnmundy, Illinois.

1916 CHARLES D. EVERETT, A.B., '80; A.M., '93.  
1893, *Principal*, North High School; Fourth and Dennison Ave., Columbus, Ohio.

1918 CHAS. B. FAGER JR., A.M., '93; M.D., '93; Sc.D. '11.  
1905, *Principal*, Technical High School; 2417 N. Front St., Harrisburg, Pennsylvania.

1919 D. B. FAGER.  
Palestine, Illinois.

1919 ELIZABETH FAULKNER, A.B., '85.  
1909, *Principal*, The Faulkner School; 4746 Dorchester Ave., Chicago, Illinois.

1919 W. R. FEASLEY.  
Downers Grove, Illinois.

1918 BEULAH A. FENIMORE, B. S., '16; F.R.S.  
1917, *Principal*, Kensington High School; Cumberland and Amber Sts., Philadelphia, Pennsylvania.

1918 RALPH E. FILES.  
East Orange, New Jersey.

1918 F. H. FINLEY, B.S., '15.  
1916, *Principal*, Sullivan Township High School; Sullivan, Illinois.

1919 J. W. FINLEY.  
Vandalia, Illinois.

1918 M. L. FLANINGAM, B.S., '04; A.M., '14.  
1908, *Principal*, Urbana High School; Indiana Ave., Urbana, Illinois.

1917 IRA A. FLINNER, Ph.B., '06; A.B., '11; A.M., '20.  
1911, *Headmaster*, Huntington School for Boys; 316 Huntington Ave., Boston, Massachusetts.

1919 LEWIS L. FORSYTHE, A.B., '04.  
1917, *Principal*, Ann Arbor High School; 1314 Forest Ave., Ann Arbor, Michigan.

1919 L. M. FORT, B.A., '13.  
1918, *Principal*, Mitchell High School; Mitchell, South Dakota.

1918 CHARLES W. FRENCH, A.B., '79, A.M., '82.  
1917, *Principal*, Parker High School; 6800 Stewart Ave., Chicago, Illinois.

1917 V. K. FROULA, A.B., '98.  
1916, *Principal*, Broadway High School; 5043 Eighteenth Avenue, N. E., Seattle, Washington.

1919 L. K. FULLER.  
Greenup, Illinois.

1919 T. J. FULTON.  
Grant Park, Illinois.

1916 L. A. FULWIDER, A.B., '95; A.M., '05.  
1904, *Principal*, High School; 34 Lincoln Avenue, Freeport, Illinois.

1918 H. H. GADSBY, A.B., '86; Ph.D., '92.  
1895, *Principal*, Drury High School, North Adams, Massachusetts.

1919 R. A. GARVIN.  
Bucyrus, Ohio.

1918 CHARLES H. GEISE, A.B., '07; A.M., '11.  
1915, *Principal*, Central High School; Crookston, Minnesota.

1916 RONALD P. GLEASON, B.Sc., '87.  
1905, *Principal*, Technical High School, Scranton, Pennsylvania.

1919 I. B. GILBERT, B.S., '95; M.S., '09.  
1911, *Principal*, Union High School; Grand Rapids, Michigan.

1920 JULIUS GILBERT.  
1918, *Principal*, High School; Beatrice, Nebraska.

1919 R. M. GIRHARD.  
Oblong, Illinois.

1919 W. E. GIVENS.  
McKinley High School; Honolulu, T. H.

1916 W. L. GOBLE, B.S., '01.  
1905, *Principal*, Elgin High School, Elgin, Illinois.

1919 W. A. GOODIER.  
Bloomington, Illinois.

1917 HARRY R. GORRELL, B.S., '06.  
1909, *Principal*, Washington High School; Massillon, Ohio.

1918 THOMAS WARRINGTON GOSLING, A.B., '94; A.M., '04, Ph.D., '11.  
1918, *Supervisor* of Secondary Education, Madison, Wisconsin.

1916 JOHN G. GRAHAM, A.B., '09; A.M., '14.  
1915, *Principal*, Huntington High School; Huntington, West Virginia.

1918 V. BLANCHE GRAHAM, B.S., '94.  
1910, *Principal*, High School; Naperville, Illinois.

1918 PORTER GRAVES, A.B., '96.  
1913, *Principal*, Manual Training High School; Kansas City, Missouri.

1919 EMMA S. GREGORY, A.B., '17; A.M., '18.  
1919, *Principal*, Maroa High School; Maroa, Illinois.

1920 JULIA BELL GRISWOLD, A.B., '09; A.M., '15.  
1917, *Principal*, Wellston High School; Wellston, St. Louis, Missouri.

1916 AVON S. HALL, A.B., '84.  
1913, *Principal*, Medill High School; Chicago, Illinois.

1919 M. S. HAMM, A.B., '11.  
1917, *Superintendent and Principal*, Lewiston Public Schools; Lewiston, Illinois.

1919 W. C. HANDLEY,  
Lincoln, Illinois.

1919 C. C. HANNA.  
Mendota, Illinois.

1919 L. W. HANNA.  
Centralia, Illinois.

1917 ROY F. HANNUM, A.B., '07.  
1919, *Principal*, High School; Ft. Dodge, Iowa.

1917 RICHARD F. HARGREAVES.  
*Principal*, Central High School; Minneapolis, Minnesota.

1920 W. P. HARLEY, A.B., '11; A.M., '15.  
1913, *Superintendent* Public Schools, Mount Union, Pennsylvania.

1919 G. L. HARRIS.  
1919, *Principal*, High School; Galesburg, Illinois.

1919 W. S. HARRIS.  
Hillsboro, Illinois.

1919 CHARLES HART.  
*Principal*, Eastern High School; Washington, D. C.

1919 WALTER W. HAVILAND, A.B., '93.  
*Principal*, Friends' Select School; Philadelphia, Pennsylvania.

1919 R. J. HECKETSWEILER,  
Decatur, Illinois.

1919 BERTRAM A. HEDGES, A.B., '16.  
1919 *Superintendent*, La Harpe High School; La Harpe, Illinois.

1919 L. C. HEDRICK.  
Cropsey, Illinois.

1919 R. B. HENLEY.  
Warren, Illinois.

1919 H. P. HILBISH.  
Dixon, Illinois.

1917 THOMAS CRAWFORD HILL, A.B., '81.  
1904, *Principal*, Christian Fenger High School; Chicago, Illinois.

1919 MRS. LULU HILL.  
Greenup, Illinois.

1917 A. M. HITCH, A.B., '97; B.S., '07.  
1907, *Principal*, Kemper Military School; Boonville, Missouri.

1919 FREDERICK ST. J. HITCHCOCK.  
1906, *Principal*, New London Vocational High School; New London, Connecticut.

1918 J. F. HIXSON.  
Webster Groves, Missouri.

1919 C. M. HOBART.  
Benton High School; St. Joseph, Missouri.

1918 W. W. HOBBS.  
North High School; Minneapolis, Minnesota.

1917 WALTER D. HOOD, B.A., '94.  
1908, *Principal*, The Gilbert School; Winsted, Connecticut.

1919 L. W. HOOKER.  
Colfax, Illinois.

1919 B. Q. HOSKINSON.  
Pinckneyville, Illinois.

1919 OTTIS HOSKINSON, A.B., '00; A.M., '16.  
1916, *Principal*, Wellington Township High School; Wellington, Illinois.

1919 H. W. HOSTTLER.  
Olney, Illinois.

1919 G. E. HOWARD.  
1918, *Superintendent*, Farina, Illinois.

1920 HARRY HOWELLS.  
Raleigh, North Carolina.

1919 A. E. HUBBARD.  
Biggsville, Illinois.

1919 G. N. HUFFORD.  
St. Charles, Illinois.

1918 H. D. HUGHES, A.B., '08; A.M., '17.  
1917, *Principal*, Hinsdale Township High School; Hinsdale, Illinois.

1919 H. L. HUSTED, M. D., '09.  
1919, *Principal*, Muscatine Senior and Junior High Schools; Muscatine, Iowa.

1919 BEULAH HUTCHINS.  
Greenup, Illinois.

1920 CLEMENT C. HYDE, A.B., '92; L.H.D., '12.  
1911, *Principal*, Hartford Public High School; Hartford, Connecticut.

1919 J. H. JOHNSON.  
Glasford, Illinois.

1918 T. R. JOHNSTON, B.S., '10.  
1914, *Principal*, Community High School; Momence, Illinois.

1919 ARTHUR J. JONES, A.B., '93; Ph.D., '07.  
1915, *Asst. Professor of Secondary Education*; School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.

1918 PAUL G. W. KELLER, S.B., '01.  
1920, *Superintendent*, Waukegan Public Schools; Waukegan, Illinois.

1919 GILBERT B. KETCHAM, A.B., 1899.  
1912, *Principal*, Missoula County High School; 813 Hilda St.,  
Missoula, Montana.

1919 J. KETTERY, A.B., '16.  
1919, *Principal*, Long View Township High School; Long View,  
Illinois.

1919 C. H. KINGMAN.  
Ottawa, Illinois.

1919 P. S. KINGSBURY, B.S., '10; M.A., '16.  
1917, *Principal*, High School; Springfield, Illinois.

1919 G. F. KINZEY.  
East Peoria, Illinois.

1919 E. R. KIRBY.  
Leroy, Illinois.

1920 GERALD W. KIRN, Ph.B., '09; M.A., '13.  
1919, *Principal*, High School; Council Bluffs, Iowa.

1919 C. L. KIRSCHNER, Ph.B., '90.  
1911, *Principal*, New Haven High School; New Haven, Connecticut.

1919 H. E. KNARR.  
Milford, Illinois.

1919 EARL L. KOEHLER, B.S., '17.  
1919, *Principal*, Geneva High School; Geneva, Illinois.

1918 G. J. KOONS, A.B., '12.  
1918, *Superintendent of Schools*, *Principal* of Township High School;  
922 North Chicago St., Pontiac, Illinois.

1920 LEONARD V. KOOS, A.B., '07; A.M., '15; Ph.D., '16.  
1919, *Professor* of Secondary Education, University of Minnesota;  
Minneapolis, Minnesota.

1919 RICHARD E. KRUG.  
*Principal*, North Division High School, Milwaukee, Wisconsin.

1919 W. W. KRUMSIEK, A.B., '13.  
1919, *Principal*, Shelbyville High School, Shelbyville, Illinois.

1917 D. LANGE, A.B., '09.  
1916, *Principal*, Mechanic Arts High School; Central & Robert Sts.,  
St. Paul, Minnesota.

1918 ARNOLD LAU, LL.B., '06; Ph.B., '18.  
1918, *Principal*, High School; Rock Island, Illinois.

1920 H. W. LEACH, B.S., '11.  
1917, *Principal*, Marietta High School, Marietta, Ohio.

1918 J. R. E. LEE, B.A., '89; A.M., '94.  
1915, *Principal*, Lincoln High School; Nineteenth Street & Tracy  
Ave., Kansas City, Missouri.

1919 S. E. LE MARR.  
Abingdon, Illinois.

1919 J. E. LEMON.  
Blue Island, Illinois.

1919 B. R. LEWIS.  
Bridgeport, Illinois.

1918 E. E. LEWIS.  
University High School, Iowa City, Iowa.

1916 WILLIAM D. LEWIS, A.B., '92; A.M., '95; Ph.D., '17.  
1919, *Deputy Superintendent of Public Instruction*; Harrisburg, Pennsylvania.

1918 SHERMAN H. LITTERER, A.B., '11; A.M., '12.  
1914, *Principal*, Coal City Township High School; Coal City, Illinois.

1919 E. H. LOMBER, Ph.B., '03; Ph.M., '06.  
1906, *Principal*, Canandaigua Academy, Canandaigua, New York.

1918 A. K. LOOMIS, A.B., '09; A.M., '17.  
Sumner County High School; Wellington, Kansas.

1916 HIRAM B. LOOMIS, A.B., '85; Ph.D., '90.  
1905, *Principal*, Hyde Park High School; 6218 South Rockwell St., Chicago, Illinois.

1919 LILLIAN S. LOTTINVILLE.  
Kempton, Illinois.

1919 O. H. LOWARY, A.B., '02.  
1910, *Principal*, High School; 207 W. South St., Painesville, Ohio.

1919 W. M. LOY.  
Fisher, Illinois.

1919 JOHN E. LUND.  
Alexis, Illinois.

1916 EDMUND D. LYON, A.B., '02; Ped. D., '08.  
1919, *Principal*, East Side High School; 5505 Arnsby Place, Cincinnati, Ohio.

1920 L. W. MACKINNON, A.B., '99; A.M., '05.  
1917, *Principal*, Central High School; 123 South Forge St., Akron, Ohio.

1917 DAVID MACKENZIE.  
*Principal*, Central High School, Detroit, Michigan.

1919 H. MACKENZIE.  
Genoa, Illinois.

1919 T. S. MACQUIDDY, B.S., '03.  
1907, High School *Principal and Superintendent*, Watsonville School District, 320 Palm Ave., Watsonville, California.

1919 L. B. MANN.  
Earlville, Illinois.

1919 FRED L. MARSHALL.  
Saunemin, Illinois.

1916 GEORGE EDWARD MARSHALL, A.B., '86.  
1907, *Principal*, Davenport High School; Davenport, Iowa.

1916 J. E. MARSHALL, B.S., '01; M.A., '19.  
1916, *Principal*, Central High School; 1696 Blair St., St. Paul, Minnesota.

1916 J. G. MASTERS, Ph.B., '12; A.M., '15.  
1915, *Principal*, Central High School; Twentieth & Dodge Sts.,  
Omaha, Nebraska.

1918 E. O. MAY, B.S., '11.  
1919, *Superintendent*, Tuscola, Illinois.

1919 ARTHUR RAYMOND MEAD, A.B., '09; A.M., '10; Ph.D., '17.  
1913, *Professor of Education*, Ohio Wesleyan University, 448 North  
Sandusky Street, Delaware, Ohio.

1919 K. C. MERRICK.  
1918, *Principal*, Monmouth High School; Monmouth, Illinois.

1919 A. W. MERRILL, A.B., '90.  
1918, *Principal*, The North High School; Cor. Eighth St. & College  
Ave., Des Moines, Iowa.

1918 J. E. MIDKIFF.  
330 East Twenty Second St., Chicago, Illinois.

1916 ARMAND R. MILLER, B.S., '97.  
1914, *Principal*, McKinley High School, St. Louis, Missouri.

1919 E. F. MILLER, Ph.B.; Ph.M.  
1911, *Principal* of Rayen High School; Corner Wick Avenue & Wood  
St., Youngstown, Ohio.

1919 EDWIN J. MILLER, Ph.B., '10.  
1915, *Supervisor of Industrial Arts*, Elkhart City Schools; 2002  
Prairie St., Elkhart, Indiana.

1916 EDWIN L. MILLER, A.M., '91.  
1914, *Principal*, Northwestern High School; 50 Delaware Ave.,  
Detroit, Michigan.

1916 FRED J. MILLER, A.B., '05.  
1913, *Principal*, East High School; 205 Independence Ave., Waterloo,  
Iowa.

1918 H. P. MILLER.  
*Principal*, Atlantic City High School; Atlantic City, New Jersey.

1920 Fred C. MITCHELL, B.S., '00; M.A., '06.  
1915, *Principal*, Classical High School; Lynn, Massachusetts.

1919 ISAAC MITCHELL.  
1919, *Superintendent*, Public Schools; Homer, Illinois.

1920 GEORGE ORSON MOORE, A.B., '04; A.M., '09.  
1919, *Principal*, Central High School; Erie, Pennsylvania.

1919 R. C. MOORE.  
1914, *Secretary*, Illinois State Teachers' Association; Carlinville,  
Illinois.

1919 ROBERT MOORHEAD.  
Rockton, Illinois.

1916 FRANK L. MORSE, A.B., '86; A.M., '89.  
1908, *Principal*, Harrison Technical High School; 2850 Twenty-  
fourth St., Chicago, Illinois.

1919 FRANK PURINTON MORSE, A.B., '90; A.M., '01.  
1901, *Principal*, Revere High School, 8 Victoria St., Revere, Massa-  
chusetts.

1919 Perry W. McALLISTER, A.B.  
1918, *Principal*, Lovington Township High School, Lovington, Illinois.

1916 E. H. KEMPER McCOMB, A.B., '95; A.M., '98.  
1916, *Principal*, Emmerich Manual Training High School; South Meridian and Merrill Sts., Indianapolis, Indiana.

1917 THOMAS J. McCORMACK, A.B., '84; A.M., '87; LL.B., '90; M.S., '19.  
1903; *Principal*, LaSalle-Peru Township High School; 5th and Chartres Sts., LaSalle, Illinois.

1916 JOSEPH STEWART McCOWAN, Ph.B., '95; A.M., '00.  
1916, *Principal*, High School; South Bend, Indiana.

1916 M. R. McDANIEL, M.S., '05; A.M., '09.  
1914, *Principal*, Oak Park and River Forest Township High School; 741 N. Oak Park Ave., Oak Park, Illinois.

1920 W. W. MC INTIRE, Ph.B., '96; A.M., '12.  
1903, *Principal*, Norwood High School; Norwood, Ohio.

1918 MRS. N. C. MCKINNEY, A.B., '03.  
1918, *Principal*, Camargo School; Camargo, Illinois.

1919 OSCEOLA McMEAR.  
Secor, Illinois.

1919 J. C. McMILLAN.  
Mazon, Illinois.

1919 J. H. MCNEEL, A.B., '00.  
1913, *Principal*, Beloit High School; 217 St. Lawrence Ave., Beloit, Wisconsin.

1919 W. E. McVEY, B.S., '16; A.M., '19.  
1919, *Principal*, Thornton Township High School; Harvey, Illinois.

1917 L. N. MCWHORTER, B.A., '95.  
1918, *Principal*, West High School; 3636 Portland Ave., Minneapolis, Minnesota.

1919 S. M. NEES, B.S., '82; M.A., (Hon.) '10.  
1899, *Principal*, Montgomery County High School, 703 N. Tenth St., Independence, Kansas.

1920 WALTER S. NESMITH.  
1918, *Headmaster*, Nashua High School; Nashua, New Hampshire.

1919 ELMER S. NEWTON, A.B., '95; M.D., '05.  
1915, *Principal*, Western High School; Washington, D.C.

1919 D. L. NICHOLSON.  
Lincoln, Illinois.

1919 O. F. NIXON, A.B., '14.  
1916, *Principal*, Fairfield High School; 306 East Washington St., Fairfield, Iowa.

1919 MRS. LUCIE M. NORRIS, A.B., '91.  
1918, *Principal*, Saugus High School; Saugus, Massachusetts.

1918 FRANCIS R. NORTH, A.B., '97; A.M., '03.  
1905, *Principal*, Paterson High School; Hamilton Place, Paterson, New Jersey.

1919 CHARLES M. NOVAK, A.B., '08, LL.B., '12, A.M., '15.  
1915, *Principal*, Northeastern High School, Warren and Grandy  
Aves., Detroit, Michigan.

1916 E. P. NUTTING, A.B., '02.  
1905, *Principal*, Moline High School; 1840 Fourteenth Ave., Moline,  
Illinois.

1919 A. EDGAR NYE, B.S., '06.  
1919, *Principal*, Township High School; Coal City, Illinois.

1919 E. E. OBERHOLTZER.  
Tulsa, Oklahoma.

1920 S. R. OLDHAM, A.B., '08; A.M., '19.  
1920, *Principal*, Norwood High School; Norwood, Massachusetts.

1917 F. H. OLNEY, A.B., '91.  
1893, *Principal*, Lawrence High School; 815 Indiana St., Lawrence,  
Kansas.

1918 F. L. ORTH, A.B., '00.  
1917, *Principal*, New Castle High School; New Castle, Pennsylvania.

1919 RAYMOND W. OSBORNE, B.A., '06; M.A., '08.  
*Associate in Administration*, F. W. Parker School; Chicago, Illinois.

1919 IRVING O. PALMER, A.B., '87; A.M., '90.  
1910, *Principal*, Newton Technical High School; 30 Highland Ave.,  
Newtonville, Massachusetts.

1916 L. S. PARMELEE, B.S., '00.  
1913, *Principal*, Flint High School; Corner Beach and Third Sts.,  
Flint, Michigan.

1919 EMILY C. PENNOCK.  
Carthage Academy; Carthage, Illinois.

1917 CHARLES H. PERRINE, Ph.B., '92.  
1917, *Principal*, Wendell Phillips High School; 39th St., and Prairie  
Ave., Chicago, Illinois.

1917 FRANK G. PICKELL, '09; A.M., '17.  
1920, *Assistant Superintendent of Schools*, Cleveland, Ohio.

1919 J. F. PIERCE.  
Metcalf, Illinois.

1919 E. O. PHARES.  
Wilmington, Illinois.

1920 GEORGE L. PLIMPTON.  
*Principal*, Tilton Seminary; Tilton, New Hampshire.

1917 DWIGHT E. PORTER, A.B., '02.  
1917, *Principal*, High School of Commerce; 913 N. Forty-ninth Ave.,  
Omaha, Nebraska.

1917 JOHN L. G. POTTORF, A.B., '03; M.E., '11; M.A., '11.  
1907, *Principal*, McKinley High School; Canton, Ohio; 702 Thir-  
teenth St., N. W., Canton, Ohio.

1917 JOHN RUSH POWELL, B.A., '97; M.A., '99.  
1909, *Principal*, Soldan High School; 918 Union Blvd., St. Louis,  
Missouri.

1919 WILLIAM PRAKKEN, A.B., '98; Ph.B., '00.  
1915, *Principal*, Highland Park High School; 128 Glendale Ave.,  
Highland Park, Wayne Co., Michigan.

1919 E. W. POWERS.  
Fairbury, Illinois.

1919 RALPH W. PRINGLE.  
Principal, High School; Illinois Normal University, Normal, Illinois.

1917 MERLE PRUNTY, A.B., '09.  
1918, *Principal*, Central High School; 6th and Cincinnati, Tulsa,  
Oklahoma.

1920 JAMES RAE.  
Mason City, Iowa.

1919 F. O. RANDALL, M.D., '97; A.M., '16.  
1916, *Principal*, Flathead County High School; 704 Second Ave., W.,  
Kalispell, Montana.

1919 J. E. RAIBOURNE.  
Eldorado, Illinois.

1919 L. W. RAYLAND.  
Casey, Illinois.

1918 A. A. REA, A.B., '13.  
1917, *Principal*, West High School; 84 Blackhawk St., Aurora,  
Illinois.

1920 C. H. REAM, A.B., '11; M.A., '17.  
1920, *Superintendent*, Clear Lake Public School; 405 North Fourth,  
Clear Lake, Iowa.

1918 THOMAS W. RECORDS.  
*Principal*, Garfield High School, Terre Haute, Indiana.

1916 CLAYTON E. REED, A.B., '96; A.M., '99.  
1917, *Principal*, South High School; 1745 Market St., Youngstown,  
Ohio.

1916 ERNEST JOHN REED, A.B., '15.  
1916, *Principal*, Adrian High School; 425 E. Front St., Adrian,  
Michigan.

1918 JOSEPH A. REED, B.S., '06; A.M., '07.  
1906, *Principal*, Franklin High School; Seattle, Washington.

1919 JOHN C. REEDER, A.B., '17; A.M., '18.  
1919, *Superintendent*, Dixon, Illinois.

1918 B. C. RICHARDSON, A.B., '93; A.M., '96.  
1906, *Principal*, Theodore Roosevelt High School; 524 E. Seventh  
St., Alton, Illinois.

1919 WILL C. ROBB, A.B.  
1920, *Principal*, Part Time School, J. Sterling Morton High School,  
Cicero, Illinois.

1916 GEORGE H. ROCKWOOD, A.B., '79; A.M., '82.  
1900, *Principal*, Austin High School; 5417 Fulton St., Chicago,  
Illinois.

1918 I. LLOYD ROGERS, A.B., '04; LL.B., '14.  
1917, *Principal*, Waukegan Township High School; Corner Glencock and Jackson Streets, Waukegan, Illinois.

1916 EDWARD RYNEARSON, A.B., '93; A.M., '96; Pd.D., '19.  
1912, *Principal*, Fifth Avenue High School, 1800 Fifth Ave., Pittsburgh, Pennsylvania.

1916 R. L. SANDWICK.  
*Principal*, Deerfield-Shields Township High School, Highland Park, Illinois.

1919 R. G. SAYRE.  
Edwardsville, Illinois.

1919 H. GALEN SCHMIDT, A.B., '02; B.S., '07; A.M., '10.  
1915, *Principal*, The Township High School; Belleville, Illinois.

1918 PARKE SCHOCH, A.B., '88; A.M., '91.  
1912, *Principal*, West Philadelphia High School for Girls; Forty-seventh & Walnut Sts., Philadelphia, Pennsylvania.

1919 AVA M. SEEDORFF.  
Sheldon, Illinois.

1916 WALTER E. SEVERANCE, A.B., '95; A.M., '02.  
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.

1919 GEORGE P. SHANLEY, A.B., '04; A.M., '06.  
1918, *Principal*, St. Ignatius High School; 1076 Roosevelt Road, W., Chicago, Illinois.

1919 T. F. SHAW.  
Edinburg, Illinois.

1919 EDITH P. SHEPHERD, B.S., '12.  
1917, *Principal*, Batavia High School; Batavia, Illinois.

1919 J. W. SHIDELER, Ph.B., '09.  
1918, *Principal*, Crawford County High School, Cherokee, Kansas.

1917 WILLIAM F. SHIRLEY, A.B., '07.  
1919, *Principal*, Sioux City High School; Sioux City, Iowa.

1920 DAVID P. SIMPSON, A.B., '92; A.M., '95; LL.B., '09.  
1911, *Principal*, West High School; Cleveland, Ohio.

1920 AVERY W. SKINNER, A.B., '92.  
1909, State Educational Department; Albany, New York.

1919 LOUIS PALMER SLADE, A.B., '93; A.M., '97.  
1913, *Principal*, Public High School; New Britain, Connecticut.

1919 AUGUSTUS HENRY SMITH, A.B., '04.  
1917, *Principal*, Howard High School; West Bridgewater, Massachusetts.

1917 BELLA B. SMITH.  
Connellsville, Pennsylvania.

1919 C. M. SMITH.  
Effingham, Illinois.

1919 L. C. SMITH, A.B., '05.  
1918, *Principal*, Community High School; Chenoa, Illinois.

1916 LEWIS WILBUR SMITH, A.B., '02; A.M., '13; Ph.D., '19.  
1919, *Principal*, Joliet Township High School; Joliet, Illinois.

1919 J. A. SMOOTHERS.  
Rossville, Illinois.

1919 J. F. SNODGRASS.  
Alpha, Illinois.

1918 GEORGE ALVIN SNOOK, A.B., '02.  
1915, *Principal*, Frankford High School; Frankford, Philadelphia, Pennsylvania.

1919 MORTON SNYDER.  
1919, *Principal*, The University High School; The University of Chicago, Chicago, Illinois.

1916 WILLIAM H. SNYDER, A.B., '85; A.M., '88; D. Sc., '08.  
1908, *Principal*, Hollywood High School, 1521 Highland Ave., Los Angeles, California.

1919 W. L. SPENCER, B.A., '02; M.A., '15.  
1918, *High School Inspector*, State Department of Public Instruction, Bowling Green, Ohio.

1916 W. R. SPURRIER, A.B., '01.  
1912, *Principal*, Princeton Township High School; 1013 So. Church St., Princeton, Illinois.

1919 W. M. STACY.  
Shirley, Illinois.

1919 FRANK W. STAHL.  
*Principal*, Bowen High School; Chicago, Illinois.

1918 WAYLAND E. STEARNS, A.B., '85; A.M., '94.  
1899, *Principal*, Barringer High School; Sixth Ave., Ridge & Parker Sts., Newark, New Jersey.

1916 H. T. STEEPER, A.B., '09.  
1918, *Principal*, Great Falls High School; 113 Fifteenth St., Great Falls, Montana.

1919 E. G. STEVENS, B. Ed., '16.  
1917, *Principal*, Rantoul Township High School; *Superintendent*, Rantoul Schools; Rantoul, Illinois.

1916 FRED G. STEVENSON, A.B., '08.  
1917, *Principal*, Dubuque High School; 1564 Iowa St., Dubuque, Iowa.

1919 JOHN L. STEWART, B. Sc., '13.  
1918, *Principal*, Parkersburg High School; 1713 Latrobe Street, Parkersburg, West Virginia.

1920 WILLIAM EARLE STILWELL, A.B., '01; A.M., '03.  
1903, *Headmaster*, University School; Cincinnati, Ohio.

1918 CHARLES T. STONE, A.B., '96.  
1915, *Principal*, New Brunswick High School; New Brunswick, New Jersey.

1919 J. G. STULL.  
Du Quoin, Illinois.

1919 WALTER C. SUFT, Ph.B.  
1916, *Principal*, Pawnee Township High School; Pawnee, Illinois.

1919 O. M. SWANK, A.B., '07.  
1919, *Principal*, Anna-Jonesboro Community High School; Anna, Illinois.

1916 J. L. THALMAN, A.B., '00; A.M., '10.  
1917, *Principal*, Proviso Township High School; First Ave. & Madison St., Maywood, Illinois.

1919 JOHN W. THALMAN, A.B., '00.  
1918, *Principal*, Central High School and Junior College; Thirteenth and Olive Sts., St. Joseph, Missouri.

1919 PAUL K. THEOBALD.  
Clinton, Illinois.

1920 M. SMITH THOMAS.  
1919, *Principal*, Hutchinson Central High School, Buffalo, New York.

1918 C.W. THOMPSON, Ph.B., '96.  
1913, *Principal*, Carbon County High School; Red Lodge, Montana.

1920 FRANK E. THOMPSON, A.B., '71; A.M., '75; Ed.D., '19.  
1890, *Headmaster*, Rogers High School; 15 Champlin Street, Newport, Rhode Island.

1919 WILLIS THOMSON, A.B., '18.  
1919, *Principal*, Woodstock High School; Woodstock, Illinois.

1920 E. W. TIFFANY, A.B., '05.  
1916, *Principal*, High School; Springfield, Ohio.

1919 O. G. TREADWAY.  
McHenry, Illinois.

1919 ELOISE TREMAIN, B.A., '04.  
1918, *Principal*, Ferry Hall, Lake Forest, Illinois.

1917 GEORGE N. TREMPER, A.B., '01.  
1911, *Principal*, Kenosha High School; 726 S. Exchange St., Kenosha, Wisconsin.

1919 H. D. TRIMBLE.  
1920, *Assistant High School Visitor*, Urbana, Illinois.

1919 J. H. TRINKLE, B.S., '04; A.B., '11.  
1911, *Principal*, Newman Township High School; Newman, Illinois.

1919 ESTON V. TUBBS, A.B., '09, A.M., '10.  
1919, *Principal*, New Trier Township High School; Kenilworth, Illinois.

1917 L. T. TURPIN.  
Crawfordsville, Indiana.

1919 M. S. VANCE.  
Oblong, Illinois.

1919 R. P. VAUGHN.  
Elyria, Ohio.

1919 COSMOS C. VESELEY.  
St. Procopius Academy; Lisle, Illinois.

- 1916 CLIFFORD GILBERT WADE, B.S., '96; M.A., '15.  
1913, *Principal*, Superior High School; 793 W. Fourth St., Superior, Wisconsin.
- 1919 A. B. WAINSCOTT.  
Patoka, Illinois.
- 1917 KARL DOUGLAS WALDO, A.B., '06, A.M., '14.  
1914, *Principal*, East High School; 24 Hickory Ave., Aurora, Illinois.
- 1920 W. D. WALDRIP, A.B., '03.  
1916, *Principal*, Streator Township High School; Streator, Illinois.
- 1919 ALBERT WALKER.  
Arthur, Illinois.
- 1920 CHARLES BURTON WALSH, A.B., '06.  
1919, *Principal*, Friends' Central School; Philadelphia, Pennsylvania.
- 1918 GEORGE A. WALTON, A.B., '04; A.M., '07.  
1912, *Principal*, George School; George School, Pennsylvania.
- 1918 L. C. WARD, A.B., '03.  
1915, *Principal*, Fort Wayne High School; Fort Wayne, Indiana.
- 1918 P. M. WATSON, A.B., '14; A.M., '19.  
1918, *Principal*, Robinson Township High School; 704 N. Cross St., Robinson, Illinois.
- 1918 HERBERT S. WEAVER.  
High School of Practical Arts, Boston, Massachusetts.
- 1916 FERRIS E. WEBB, B.A., '11.  
1919, *Principal*, Globe High School; 781 Maple St., Globe, Arizona.
- 1919 MAUD WEBSTER.  
Sandwich, Illinois.
- 1916 DAVID E. WEGLEIN, A.B., '97; A.M., '12; Ph.D., '16.  
1906, *Principal*, Western High School; Lafayette Ave. and McCulloh St., Baltimore, Maryland.
- 1919 GEORGE B. WEISIGER.  
Oakwood, Illinois.
- 1917 J. F. WELLEMAYER, A.B., '06; M.A., '14.  
1917, *Principal*, Quincy Senior High School; 1208 Jersey St., Quincy, Illinois.
- 1916 DORA WELLS, B.A., '84; M.A., '97.  
1911, *Principal*, Lucy L. Flower Technical High School; 6059 Wabash Ave., Chicago, Illinois.
- 1917 WM. A. WETZEL, A.B., '91; Ph.D., '95.  
1901, *Principal*, High & Junior Schools; 12 Belmont Circle, Trenton, New Jersey.
- 1917 C. W. WHITTEN, A.B., '06.  
1916, *Principal*, De Kalb Township High School; 324 Sycamore Road, De Kalb, Illinois.
- 1916 WILLIAM WIENER, A.B., '88; A.M., '89; Ph.B., '91.  
1912, *Principal*, Central Commercial & Manual Training High School, Newark, New Jersey.

1920 JOSEPH A. WIGGIN, A.B., '09.  
1916, *Headmaster*, Richards High School; Newport, New Hampshire.

1919 M. P. WILKINS.  
Roseville, Illinois.

1916 GILBERT H. WILKINSON, Ph.B., '98; A.M., '07.  
1913, *Principal*, Lyons Township High School; Brainard Ave., La Grange, Illinois.

1919 H. D. WILLARD.  
1919, *Superintendent*, Plainfield, Illinois.

1916 G. W. WILLETT, A.B., '08; A.M., '14.  
1914, *Principal*, Hibbing Six Year H. S. & Junior College; Hibbing, Minnesota.

1920 FRANK L. WILLIAMS, A.B., '89; A.M., '07.  
1908, Sumner High School; St. Louis, Missouri.

1919 R. J. WILLIAMS.  
Danvers, Illinois.

1920 EDWARD C. WILSON, B.S., '91.  
1903, *Principal*, Friends School; Baltimore, Maryland.

1919 EMERY M. WILSON.  
*Principal*, Central High School; Washington, D. C.

1919 F. A. WILSON.  
1919, *Principal*, Frankfort Community High School; West Frankfort, Illinois.

1919 GUY C. WILSON, B.Pd., '00.  
1915, *President*, Latter Day Saints' High School; Salt Lake City, Utah.

1918 MRS. LUCY L. W. WILSON, Ph.D., '97.  
1916, *Principal*, South Philadelphia High School for Girls; 2101 S. Broad St., Philadelphia, Penn.

1919 W. W. WIRTZ.  
Canton, Illinois.

1916 O. H. WINGFIELD, A.B., '99.  
1908, *Principal*, Central High School; Corner West and Griffith, Jackson, Mississippi.

1916 JOHN E. WITMER, A.B., '94.  
1918, *Principal*, City High School; 407 So. Poplar Ave., Kankakee, Illinois.

1920 MARY WITTLER.  
3203 Sycamore Road, Cleveland, Ohio.

1919 O. H. WORLEY.  
Ridgefarm, Illinois.

1916 LEONARD YOUNG, A.B., '98.  
1910, *Principal*, Central High School; Lake Ave. & Second St., Duluth, Minnesota.

1918 ROSS NEWMAN YOUNG, A.B., '12.  
1916, *Principal*, Stillwater High School; 1018 South Second Street, Stillwater, Minnesota.

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*Acting Librarian*, William H. Carpenter.



## FOURTH ANNUAL MEETING OF THE ASSOCIATION

The fourth annual meeting of the National Association of Secondary School Principals was held at Cleveland, Ohio, Monday and Tuesday, February 23 and 24, 1920.

### FIRST SESSION

The first session, Monday, February 23, 1920, was called to order in the main auditorium of Old Stone Church at 2 p.m., by Principal E. J. Eaton, West High School, Des Moines, Iowa. He appointed the following committees:

#### COMMITTEE ON RESOLUTIONS

BENJAMIN F. BUCK, Senn High School, Chicago, *Chairman*.  
ARNOLD LAU, Rock Island High School, Rock Island, Illinois.  
H. D. HUGHES, Hinsdale High School, Hinsdale, Illinois.  
CHARLES M. NOVAK, Northeastern High School, Detroit.  
EDWARD RYNEARSON, Fifth Avenue High School, Pittsburgh.  
JOHN C. DIEHL, Central High School, Erie, Pa.  
V. K. FROULA, Broadway High School, Seattle.

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MR. OTIS W. CALDWELL, DIRECTOR OF LINCOLN SCHOOL OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, read the following paper.

#### SOME FACTORS IN TRAINING FOR LEADERSHIP

OTIS W. CALDWELL

THE LINCOLN SCHOOL OF TEACHERS COLLEGE

The topic upon which it was at first requested that this paper be prepared, was "How to Train and How Not to Train for Leadership." The form of statement of that topic implies an amount and an exactitude of knowledge which is not available. The importance of such knowledge would undoubtedly be very great; but since it is not available in the desired form our present discussion must deal with some of the factors in training for leadership, with the hope that further studies may discover more exact knowledge.

There have always been and will doubtless continue to be some persons who direct the activities of their fellows. Sometimes their leadership has been secured through animal strength and forensic acumen, by means of which those who were led were made physically afraid to do otherwise than follow the commands of the self-asserted leader. Sometimes, an impending danger causes a group to select its most trusted guide, and to call upon him to direct the activities of the whole group, with the hope of evading disaster. Sometimes, one or a few men by careful and unselfish thought about a matter of common good, organize far-reaching plans for developing a common sentiment toward an improved condition, and thus gradually secure the desired improvement without themselves having been in any way publicly recognized, yet they are more truly leaders than had they ridden in state at the head of the movements they have brought to pass. Then, sometimes, in great crises or in small affairs, when the leader

disappears, there emerges from the followers by assertion or by choice, others who possess the qualities of directing, and who carry forward the work in hand. Such new leaders had been followers who possessed the good qualities of leaders, but who also possessed the good qualities of followers, the two groups of qualities having many elements in common. Indeed, any discussion, which assumes that good followers are less essential than good leaders is a dangerous discussion. They are engaged in a common enterprise.

What are the qualities which are sought when we select leaders in any division of our endeavors? An interesting scheme for selecting and rating personal qualities for guidance in deciding which persons may reasonably expect to become engineers has been in use for some years in the University of Cincinnati. "The characteristics selected for rating in this case were arranged in pairs of related opposites as follows:

- a. Physical strength as compared with physical weakness.
- b. Mental—manual.
- c. Settled—roving.
- d. Indoor—outdoor.
- e. Directive—dependent.
- f. Original—(creative)—imitative.
- g. Small scope—large scope.
- h. Adaptable—self-centered.
- i. Deliberate—impulsive.
- j. Music sense.
- k. Color sense.
- l. Manual accuracy—manual inaccuracy.
- m. Mental accuracy (logic)—mental inaccuracy.
- n. Concentration—diffusion.
- o. Rapid mental co-ordination—slow mental co-ordination.
- p. Dynamic—static.

These pairs of related opposites are printed in blanks, and each instructor is asked to express his judgment by checking one or the other of each pair. The independent votes of the instructors are summarized in the central office. The method of using this type of rating is obvious. No one would think of advising a man of settled, indoor, dependent, self-centered, and static temperament to undertake a job as Superintendent of Construction on a large viaduct or bridge."<sup>1</sup>

<sup>1</sup> C. R. Mann, Study of Engineering Education, pp. 73, 74.

If we turn our attention to pupils in school in order to discover the qualities of leadership we are confronted by a confusing task. In any group of pupils which has worked together long enough to become fairly well acquainted, the group has usually either consciously or unconsciously reached conclusions concerning those of its members who may safely be called upon to take charge of any group enterprise. The group's choice varies in terms of the nature of the enterprise, but the variation is not wide. For example, if the group is to take a trip across the city under guidance of one of its own members it will not necessarily choose the same leader as will be chosen if the group is to present to the whole school a demonstration of its work in mathematics; and still another leader might be chosen as spokesman if the group desires to present to the principal a proposition for changing school regulations. There is good reason to believe, however, that in any ordinary group, the group's choice of leaders, for its various enterprises would be confined to a very small number of its individuals.

What are the elements which lead pupils to choose amongst their fellows for positions of leadership? A good deal has been made of the statement that pupils do not tend to choose their leaders from the most scholarly of their group, but much should also be made of the fact that they less frequently choose their leaders from those who are known to be poor in scholarship. An occasional choice of a football or a basket ball captain is made, when the chosen leader is apparently deficient in all except physical prowess. More frequently the captain is a good student, but more frequently still it is likely that he is a medium student, possessing other marked qualities in addition to fair scholarship.

In relation to adult qualities in factory management, Dr. A. D. Denning of the English Shoe Manufacturers' Association says: "It is because no one has analyzed this problem into its elements and succeeded in reducing these to a series of readily assimilated principles, that industry still pins its faith to the old belief that leaders are born not made."<sup>1</sup> Later he says: "Natural gifts have to be exercised and trained. Born leaders may exercise and develop their gifts unconsciously, but average men must do so knowingly and preferably with guidance."<sup>2</sup>

<sup>1</sup> Denning, A. D., "Scientific Factory Management," p. 66.

<sup>2</sup> Denning, "Scientific Factory Management," pp. 80 and 81.

As an opposing position we quote Stewart Edward White, who says: "To be friendly, to retain respect, to praise, to preserve authority, to direct and yet to leave detail, to exact what is due and yet to deserve it—these be the qualities of a leader and cannot be taught."<sup>1</sup>

It should prove instructive to know the extent to which groups of pupils recognize their own leaders, and the qualities which these pupils regard as commendable in leaders. If these points can be determined and if these determinations may be supported by evidence from studies by adults, the further and more important questions may be raised, first, regarding ways of training in the desirable tendencies in pupils who possess them, and, second, regarding the still more difficult question of arousing and developing the qualities where they have not appeared.

As a preliminary study a blank has been formulated and used with a total of three hundred and eighty-eight choices of leaders made by two hundred and eighty-two pupils who are distributed from the seventh to the twelfth grades in two schools. In formulation of the blanks for this study the writer has had the co-operation of Dr. H. O. Rugg, Mr. Raleigh Schorling and Mr. H. B. Van Sant. Indications and not conclusions are shown from this study, since more pupils, more schools, and possibly changes in procedure are desirable before conclusions would be fully dependable.

In reading the blank used, it must be kept in mind that real situations must be presented to the pupils if they are to consider the inquiry seriously and answer in terms of their best judgment.

The situations presented are taken from a large city and would not necessarily be appropriate for other localities. The blank follows:

#### CHOOSING OUR LEADERS

This is a confidential report and you are not to sign your name to it. Since no teachers would accompany you, it is essential that each person make careful selection of leaders for the occasion mentioned, and give his reasons with as much accuracy as is possible. Answer in terms of what you think would be to the best interest of the class as a whole. It does not matter whether you do or do not select the same person as leader in the different proposed cases. Select the member of your class whom you regard as the best one to have entire charge of your whole class in each of the following:

1.A. A trip to a wharf where a large ocean liner is loading. The class to leave the school building, make the trip by walking, by use of the subway and street cars, visit the wharf and boat for two hours, have lunch down-town, and return to the school building.

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<sup>1</sup> White, Stewart Edward, in "The Forest."

Name of leader selected \_\_\_\_\_

1.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip.  
\_\_\_\_\_  
\_\_\_\_\_

2.A. A trip by your entire class to give before one of the city high schools a program which has previously been prepared in this school. The person to manage the program and all the class activities connected with giving the program.

Name of leader selected \_\_\_\_\_

2.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip.  
\_\_\_\_\_  
\_\_\_\_\_

3.A. It is proposed to reorganize the plan of administering athletics in the school. Suppose the new athletic council is to consist of a leader or captain for boys and one for girls chosen from each class. The girls in this class may select their leader.

Name \_\_\_\_\_

The boys in this class may select their leader.

Name \_\_\_\_\_

3.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip.  
\_\_\_\_\_  
\_\_\_\_\_

In School A all three situations were used by the pupils answering, while in School B but the first one was used.

In the seventh grade of one school, of forty-eight choices made, the first, second, and third leaders chosen have twenty votes; in the eighth grade of fifty-four choices, the first, second, and third leaders have thirty-two votes; in the ninth grade of thirty choices, the first, second, and third have nineteen votes, in the tenth grade of thirty choices, the first, second, and third have twenty-two votes; in the eleventh grade of forty-four choices, the first, second, and third have thirty votes. The blank was not given to a twelfth grade in this school. The total votes in the five grades, for first, second, and third choice for leaders was, respectively, fifty-four, thirty-nine, and thirty, which combined are three-fifths of all choices made.

In School B in the seventh grade, of thirty choices, the first, second, and third received twenty-four votes; in the eighth grade of thirty-five choices the first, second, and third received twenty-one votes; in the ninth grade of fifty-four choices, the first, second, and third received forty-four votes; in the tenth grade of fifty votes,

these three received twenty-nine votes; in the eleventh grade of thirty-one choices, these three received seventeen votes; and in the twelfth grade of fourteen votes these three received ten votes. The totals for first, second, and third choices, respectively, are seventy-two, forty-nine, and twenty-five, constituting more than two-thirds of all choices made. That is, more than two-thirds of all these pupils agree as to the three members of their respective classes who are best suited to guide them in the particular enterprises.

It is evident, therefore, that in the particular situations presented to these pupils there is a clear judgment on their part as to the members of their group best fitted to lead them; also their first choice as leader stands out fairly clearly when the total votes for first, second, and third choices in both schools are noted, which are, respectively, one hundred and twenty-six for first choice, eighty-eight for second, and fifty-five for third.

Do the pupils in these classes choose as leaders for these proposed situations, those of their fellows who are outstanding in scholarship and in native intelligence? In School A, with 17 pupils chosen 5 of those chosen as first, second, and third leaders for the different classes are above the school's modal scholarship rank (1.0); 5, below that rank, and 7 are at the modal rank. In school B, 7 of the 20 are above, 10 below, and 3 at the school's modal (75) scholarship rank.

Are those chosen as leaders in these schools, persons of exceptional rank in scholarship and native intelligence? In School A, according to the Otis tests, the pupils chosen as first, second, or third have the following rank in their respective classes:

*Grade 7*, with 14 pupils in the group reporting.

First choice (boy)—Rank 5  
Second choice (girl)—Rank not available  
Third choice (boy)—Rank 3

*Grade 8*, with 18 pupils in the group reporting.

First choice (boy)—Rank 6  
Second choice (girl)—Rank 2  
Third choice (girl)—Rank 11

*Grade 9*, with 11 pupils in group reporting.

First choice (boy)—Rank 4  
Second choice (boy)—Rank 11  
Third choice (boy)—Rank 7

*Grade 10*, with 13 pupils in group reporting.

First choice (girl)—Rank 3

Second choice (boy)—Rank 11

*Grade 11*, with 16 pupils in group reporting.

First choice (girl)—Rank 2

Second choice (boy)—Rank 5

Third choice (boy)—Rank 10

The results from Otis tests in school B, a boys' school, are not available. The Binet-Simon intelligence quotients for the pupils chosen in the two schools are of interest. In school A the pupils with first choice in each grade have I. Q.'s as follows:—

*Grade 7* First choice 126

(Distinctly above the average for the grade.)

*Grade 8* First choice 105

(Probably below average for the grade.)

*Grade 9* First choice 115

(Slightly above average for the grade.)

*Grade 10* First choice 98

(Probably lowest in the grade.)

*Grade 11* First choice 120. This I. Q. probably lower than it should be due to chronological age above 14. (Age 15 yrs. 5 mo. which is above average for the grade.)

In School B only part of the I. Q.'s are available.

*Grade 7* First choice I. Q. not available.

*Grade 8* First choice not available.

Second choice 113

*Grade 9* First choice not available.

Second choice 105.

*Grade 10* First choice not available.

Second choice 128

*Grade 11* First choice 97

Second choice 107

Third choice 110

*Grade 12* First choice 115

Second choice 113

Third choice 104

It appears from the above that the leaders chosen are not markedly good in scholarship, though not poor in most cases, but that they are persons of better than average native or abstract intelligence.

What are the characteristics which pupils themselves ascribe to those whom they have chosen to lead them in these particular activities? These factors are shown by the pupils' responses to the request, "Give every reason of which you can think as to why the person named by you is the best one for leader of this trip." It was not expected that many pupils would give a careful analysis of the characteristics of their leaders. However, persons who have examined the returns agree that the pupils have recognized and listed personal characteristics as well as adults would have done. For example, note the exact quotations from various pupils in Grade 9 in School "B" in which the boy chosen first has 26 of the 54 choices made: "Is trustworthy"; "commands respect"; "level-headed"; "cool-headed"; "has presence of mind in an emergency"; "is respected"; "is reliable"; "is serious"; "is popular"; "is deliberate"; "has personality"; "all look up to him though he is not as able as desired"; "is president of the class"; "can handle money"; "knows how to get around"; "can keep order and have a good time"; "good to the fellows"; "would act as though he wasn't the leader at all"; This boy's I. Q. was not available.

Not many pupils in either school have a combined set of qualifications quite so striking as those given for this boy, but each of these qualifications and others are mentioned many times in one form or another. Furthermore, those pupils who received the highest number of choices are the ones for whom the most complete analysis was made. This reflects interestingly upon the person who selected as his choice a person who was not chosen by others, or perhaps by but few others, since in such cases of scattered choices the analysis of characteristics is usually quite limited and sometimes absent.

The following are the qualities most commonly given by pupils regarding their leaders:

#### *First Group of Characteristics*

Relative to Intelligence and Common or Practical Knowledge.

Is capable; has a good head; is bright.

Is quick to see new things.

Has initiative and ingenuity.

Can understand things and explain them.

Knows the city.

Knows boats.

Knows transportation.

Knows machinery.

Is a good student.  
Would know what we should do.  
Knows interesting things to tell the class.  
Can make and follow plans—organizing ability, executive ability.  
Knows how to do things.  
Has had good experience.

*Second Group of Characteristics*

Relative to Dependability.  
Is trustworthy.  
Is reliable.  
Is energetic.  
Can handle money safely.  
Has sense of responsibility.  
Has poise and dignity.  
Has good judgment.  
Is serious-minded—has presence of mind.  
Is fair and just.  
Is capable in an emergency.  
Attends to business—is level headed—is not easily confused.

*Third Group of Characteristics*

Relations to Fellows in His Class.  
Has respect of fellows.  
Commands respect.  
Has pleasant disposition—fellows like him—meets people well.  
Can keep order.  
Consults others about things to be done.  
Can secure co-operation; can handle group.  
Independent but not "bossy."

*Fourth Group of Characteristics*

Relative to Age and Size.  
Age.  
Size.

It is obviously not easy to classify all these elements which are reported by these pupils, and an exact classification is not attempted in this connection. It is equally obvious, however, that these pupils have listed fundamental qualities, to the development of which attention should be given. They are the qualities which most schools have greatly desired to develop and doubtless are now developing in varying degrees.

The first group of qualities relate to intelligence and common or practical knowledge. Students of education now know how to differentiate certain types of intelligence and interesting results are being secured by teaching separately those pupils with somewhat similar intelligence reactions. Also pupils of similar attainments in scholarship may be grouped and instructed separately. Undoubtedly groups of pupils with high intelligence, and high attainments, may make more rapid progress in the same types of attainments when taught separately by teachers who also are comparatively high in intelligence, attainments, and teaching efficiency. It does not seem to follow so fully as some have suggested that the facts of higher intelligence and attainments or perhaps more rapid progress in attainments, justifies the inference that this superior group is the one from which the leaders are to be developed; and that the others should be given the best training they can take, but that after all they are to be led and directed in their life tasks by persons from the upper group.

Intelligence and attainments are prominent and indispensable elements in leadership. Other elements are also indispensable. If initiative, originality, presence of mind, trustworthiness, responsibility, poise, fair judgment, respect of fellows, co-operability, etc., are essential elements of leadership, they should receive more of our attention in our educational procedure. We surely should not reduce our efforts to develop the right kinds of scholarship. I know of no one who would argue for less attention to the development of such qualities of trustworthy, useful, and purposeful scholarship, which deal with the interests with which men are to be engaged. Indeed the great leaders are men who are truly scholarly in the sense that they possess much accurate acquaintance with the fact of their fields—present facts, past facts, and possible future facts. Thorndike says: "Such men are extraordinarily competent in intensive work and extraordinarily strong in mere knowledge. The most original children of my acquaintance are so not by any denial of lesson-learning and skill-acquiring in traditional ways. On the contrary, they could beat the pedants and hacks of equal age at their own games."<sup>1</sup>

We seem peculiarly slow to learn the lesson set us by those who have led in invention, in scientific discovery, in industry, commerce, and in other types of adventurous productive endeavor. These were chiefly men who in their early periods of training had much opportunity to develop qualities in addition to scholarship, qualities listed by the pupils above as desirable. Initiative, responsibility, fair

<sup>1</sup> Thorndike, Edward, "Education for Initiative and Originality."

judgment, organization, etc., grow only according to the ways in which they are exercised. School and community life are full of opportunity for pupils to use and develop initiative, originality, responsibility, the will to do the thing which is for the common good. It is more difficult to incorporate these opportunities into school activities than merely to run a subject-matter instruction shop, but it is immensely more worthwhile and indeed is essential for the development of those qualities of which we have spoken. It may be true that it is easier and far more successful if the school's assembly is managed by the principal, the songs are directed by the chorister, if all repeat the Lord's Prayer in unison, and the invited guest makes the address, than if a pupil presides, calls on one of his fellows to lead the morning hymn, has another present a topic dealing with the community or school, and directs a discussion by pupils and teachers. The program may not "go off smoothly" but most of the disturbances will be the "growing pains" of a developing leader, alleviated or made more severe by the just but usually kind criticism of those best able to understand him—his fellows.

Each school includes many units of activities, and most schools might include more of the type which offer opportunity for development of these essential qualities of leadership. The fire drill ought to be managed by pupils under teacher's supervision. The study-room which is guarded each minute by a watchful teacher is an expression of a lost opportunity. The campaign for funds for a neighboring settlement is legitimately the pupils' chance to learn service by doing service. So with the school's programs for all kinds of enterprises within and without the school. Even the policies of organizing and instructing the school may safely be opened to pupil co-operative endeavor.

Such activities are used in many schools, but too often regarded as more or less troublesome devices for securing a desired vital element, by no means one of the leading factors of the school's program. They are fundamentally important and should be much more widely used, and everywhere they should be much more closely organized by pupils and teachers as a part of the school's curriculum. How can qualities of initiative, trustworthiness, unselfishness, dependability, etc., develop unless the real situations in which these grow are provided? Men cannot lead well without these qualities and men cannot choose leaders well without some appreciation of these qualities.

We have seen that, in our day and manner of life, independence "consists of choosing whom to follow rather than in following one's

own devices. Is not special training in judging the qualities of leaders worthy of a place in democratic education? By our theory we must not teach future citizens to follow hereditary kings or lords, or a military or priestly caste, or a landlord class. But human beings will follow and should. Who should be followed in a democracy? I see no answer but the impartial expert. Men and women who best know the facts in a given field and who judge the facts most impersonally seem the safest to trust. If a dozen able boys were set to studying business from sixteen to twenty-five in the same spirit and by the same methods now used in studying science and engineering, being taught to think of personal profit no more and no less than the scientist is taught to think it, I would rather trust them to control railroads, insurance companies, and the like than trust any state legislature in our land. In a nation of a hundred million people ninety-nine per cent of the power must be given to one per cent of the people. Cannot boys and girls of the high school age be taught that the essentials for leadership are expertness and impartiality? At least, they can be taught that glorious apparel, self-esteem, prodigality, physical prowess, the 'glad hand' and a silver tongue, before which man's original nature bows, are not symptoms of fitness to lead in the twentieth century. They can also be cured of the unfortunate pretense that one person is as good as another in politics, personal and public hygiene, or business management."

Time must be taken for a further highly important point. We need no special segregation and separate instruction of those who may possibly become leaders, just because they may become leaders. It is probably too early to say whether pupils should be segregated upon the basis of their intelligence rankings. But the desired qualities of leaders are also those desired in followers and all should have the fullest opportunity. There is no immediate danger of developing too many really intelligent, scholarly, far-seeing, unselfish men, and usually those who lead best are also those who in their turn follow best. The real leader emerges from amongst his fellows, is not visited upon them from without. Imposed leadership is usually temporary and not genuine.

PROFESSOR HENRY C. MORRISON, OF THE UNIVERSITY OF CHICAGO, spoke from brief notes on *Technique in Secondary Teaching*.

## TECHNIQUE IN SECONDARY TEACHING

HENRY C. MORRISON

PROFESSOR IN THE UNIVERSITY OF CHICAGO

For many years the dominant topic of discussion at meetings of high school administrators has been the curriculum. More often than not the discussion has turned in the direction of college-entrance requirements, distinctly a curricular interest. Just at the present time, interest in the curriculum overshadows all else. Everything is in turmoil, anything which has the aspect of novelty has a certain inherent promise, and after all the curriculum is the most fruitful subject of speculation, because such speculations are singularly free from responsibility. The effects of changes are not apparent for a period of years and ill effects are usually chargeable to something else. Besides, the innovator is forgotten by the time his works have evolved to their natural consummation.

When we are not discussing the curriculum, or our salaries, we are pretty apt to be discussing methods, and surely not without good effect.

My main purpose here to-day is to point out that neither curriculum changes nor changes in method can ever work their legitimate result for good, apart from technique. Many a change in the curriculum which has promised well has failed to work out because of poor teaching. Many a method, sound in its pedagogy, has been discredited because of poor teaching. Not infrequently the measurer of educational results, ignoring the bearing of technique in teaching, has drawn totally erroneous conclusions.

By technique I mean the teacher's intimate presentation of material and oversight of the learning process. We often confuse technique and method by simply ignoring technique. In effect, the primary school has a fairly well developed and universally recognized technique, while in the grades above primary there is less and less need, but the need does not cease to be vital until we reach the stage of complete self-motivation and that does not occur with most pupils until they reach the level of post-graduate independent study. My plea is then for systematic attention to the development of a teaching technique on the level of the secondary school adapted to the needs of high school pupils, and capable of being brought under scientific observation and control. It would evidently be hopeless to attempt to outline the features of technique in the secondary school in the

time at my disposal even were I capable of doing so. I can suggest some of its chief principles and objectives.

First of all, the teacher and supervisory officer can note the proportion of time during a recitation period in which the individuals of a class are in a learning situation, as measured by active attention. This is of course fundamental, for an inattentive pupil is learning nothing, and a little observation will disclose the fact that attention is very intimately related to the type of teaching which is going on. The teaching may still be fruitless or uneconomical, but whatever its character it is evidently not taking effect at all with a totally inattentive class. If the net attention at the end of the hour is 50% evidently the class as a whole has been in a learning situation but half the time, and has therefore in all probability failed to get the continuous thread of the lesson-whole.

Having established a base line, a whole crop of disclosures as to technique become possible; for instance, certain unexpected results as between developmental and expository teaching. In a word we establish a footing for systematic procedure, not only as a basis of criticism of technique but also one which enables us to eliminate considerations which have hitherto invalidated many conclusions in the field of educational measurements.

The grand objective attainable only through an observable and controllable general technique is, as I see it, mastery, and the end of all pitiful attempts at evaluating pupils' work through marks and grades. From time immemorial, schools have measured achievement through lesson-getting power, acting on the assumption that to get a lesson is to acquire the power to which the lesson is supposed to be correlated. The after careers of our school successes and school failures have been a sad commentary on the wisdom of our procedure. With monotonous regularity, tests of the knowledge and capacity of high school and college graduates reveal astonishing depths of ignorance. A few satirical and uncomprehending magazine articles and newspaper editorials appear and the public forgets until the next time. At bottom lies the impossibility of generating mastery and understanding and the capacity which goes with them under our naïve practice of exposing pupils to a series of courses and other school experiences, grading their achievements in quantitative terms, and graduating them when they disclose 60% or 70% or 75% absorption in quantity, or even sometimes in effort, or what we suppose to be effort. We do the best we can. You see the trouble is that

under our practice there is no possibility of the rule of "teach, test, and teach again" until we are sure, not of 70% but of 100%, not of lessons learned but qualitative mastery attained. To establish such a possibility it is necessary first to establish a general technique such that the application of the above rule becomes possible. The primary school teaches not reading or writing in terms of a passing grade. Children either learn to read or write or they do not.

Business men have long complained, and I believe justly, of what they sometimes call educated illiterates, and of the total inability of many if not most of our high school graduates to apply themselves with capacity to the performance of the simplest tasks of the work-a-day world. I agree with them in their complaints, because my own observation, and experience as an employer, agree with theirs. And the reason is not far to seek. We have now among us in the substance of our young manhood a generation of high school and grammar school graduates trained to believe that partial achievement is full achievement, and further trained to think that even less than partial achievement may be compounded by various forms of palliation and apology. We have learned how to distribute our grades, and we know that the largest group of pupils never goes above 75% mastery even in quantitative terms.

It is this mediocre group with whom we ought most anxiously to be concerned. While it is undoubtedly an advantage from every standpoint to allow the gifted pupil to proceed at his own rate, we ought not to be blind to the principle that brilliancy in school and college bears no constant relation to capacity beyond school days, and that the real intellectual heavy weights are often in their school days in this mediocre group. More than that, it is the superior education of mediocre people upon which the hope and sanity of democratic society rests. Trained leadership in an ignorant society is usually either autocratic or demagogic,—frequently both. I have every sympathy with the movement to allow pupils of superior brain power to make the most of their endowment, but no more than with the effort to allow every pupil to make the most of his mediocre or inferior endowment. I count myself still a young man, but I can recall at least six different movements,—all of them more or less abortive,—designed to enable bright pupils to move faster. We need most of all a genuine scientific technique which enables the teacher, in patience and with insight, to make the most of every pupil.

To return to the mastery purpose in school. It is perhaps not too much to say that the most profoundly imperative duty laid upon the teachers' calling in our day is to find a means by which the youth now in our high schools and colleges can be made masters of the fundamentals of the modern world's capital of knowledge. The social movement of our time is rapid beyond all experience. To understand or perish is the alternative offered to society. Human knowledge has increased more in the last fifty years than in all previous history, but it has probably not increased more rapidly than the complexity of society. Knowledge is of little account which is not widely diffused. The world is in chaos to-day, not so much from lack of leadership as because of profound ignorance of the economic laws of nature. The educated man of to-day, with all his culture, with all his knowledge of the laws of physics and chemistry, is still economically superstitious. I fear no question in stating that our profoundest need is clear thinking among educated people on the basis of knowledge fully mastered. To fulfil our obligation to society we have still much work to do in clearing away the rubbish of the curriculum. We have more to do in the direction of formulating a technique which will make any curriculum a reality.

MR. E. W. BUTTERFIELD, STATE COMMISSIONER OF EDUCATION OF NEW HAMPSHIRE, spoke from his notes on the Program of the Small High School:

#### THE PROGRAM OF THE SMALL HIGH SCHOOL

E. W. BUTTERFIELD

STATE COMMISSIONER OF EDUCATION, NEW HAMPSHIRE

To discuss the relative merits of the large and the small high school would be but of academic interest since both schools must continue side by side. Parents of adolescent children desire that school advantages shall be near the home and demand the establishment of village and country high schools.

In general the large high school will lead in the quality of instruction but will fall behind the small high school as a source of personal inspiration to pupils. The small high school can meet its obligation in full only when it can make its classes large enough for group emulation, its subject matter vital enough to connect with immediate needs and opportunities and when it can pay salaries which will

secure the services of teachers who are leaders rather than instructors. All of this depends upon a vitalized and economic program.

In New Hampshire we have a considerable number of small village and country high schools in which the program that I am to describe is used with more or less success.

An economic program depends upon the junior high school organization. It is agreed that in a modern high school there should be vocational courses for both boys and girls but the desire that none of the older academic courses be lost prevents the general adoption of the newer work. In a four year program little addition is possible, but in a six year program there is ample opportunity to reorganize the old and parallel with it to bring in much of the new.

The old seventh and eighth grades were filled with drill work and review subjects and permitted slight advance into the field of knowledge. Similarly the first two years of the high school were filled with formal non-inspirational subjects with no organic connection with the preceding years. These years have abounded in natural and preventable disasters and must be rescued in economic schools.

In order that new work may come into grades seven and eight, the doctrine of accomplishment must be accepted. That is, elementary subjects must not be retaught in these grades but the results of the instruction of the elementary years must be recognized and used in purposeful ways. The knowledge of grammar can be retained by the instruction of the French classes, the geography by that of the classes in history and current events, the arithmetic by the concrete mathematics of these years and the spelling, handwriting and composition by proper insistence in all school subjects.

Junior high school reorganization has frequently failed because the attempt has been made to vitalize the work and organization of grades seven and eight and then attach them to the freshman class of the traditional and unchanged high school. Such a reorganization is sure to result in friction and failure. The entire period covered by grades seven to nine or ten should be organized together. In both content and method the upper years of a high school should differ from the lower years. In the lower years should be grouped subjects which are inspirational and appeal to the imagination and experience of the child. In the upper years are the subjects which require drill and organization into systems. This means, of course, that abstract work in algebra and geometry, instruction in the science

of rhetoric and composition and the study of technical grammar should be reserved for the last years of the course.

In the economic program of the small high school, subjects studied should be carried to a point of mastery. If French is a subject of instruction in grades seven and eight, it must not be dropped that it may be commenced again in its historic place in the sophomore year. Each curriculum should be made up not of scattered courses but should provide continuity by carrying some subjects beyond the elementary stage.

The small school should not attempt to provide elective courses and should offer not over three curricula. In the sample program for a small high school in an agricultural community which follows three curricula are given but it is recognized that nearly all boys and girls should be advised toward curriculum two or curriculum three. The curricula are identical for the first two years and later transfers may readily be made.

A few of the courses given may need explanation. The French begins early and in four years quantitatively equals the three years of the older program. If the subject is needed for college entrance, it may be reviewed for a brief period in the senior year. Since French precedes Latin by two years, more rapid progress in Latin is possible and the ordinary high school Latin is completed in three years and a year of college Latin added.

In the first two years the work is in concrete algebra and geometry. The formal courses in mathematics are given in years five and six to pupils whose maturity permits in two years all necessary work in algebra, plane and solid geometry and in plane trigonometry.

All the ordinary work in English that is of value can be completed in three years and formal instruction in the science of grammar, rhetoric and composition comes in the third year.

The course in ancient history is replaced by a study of world history in which the development of the ideals of American civilization is traced from their earliest beginning. Similarly in the final year a careful study is made of the development of the American ideals of freedom and of government. Together with this very valuable course is given a year's study of Business Practices. This is a project course that leads to the book from the actual conditions of modern life.

Other valuable functional courses are the one in the appreciation of the masterpieces of music and art, a generalized course in the

common sciences and a year in the literary study in translation of worthy Greek and Latin classics.

A careful study of the following curricula will show that they add to the pupil's course the equivalent of a full year of post-secondary work and that in addition they enrich the usual high school course by at least an additional year of vitalized material. This economic and vitalized program has made it possible in New Hampshire to establish high schools within walking or driving distance from the homes of over ninety per cent of our young people, and has made the high school in effect a "common school." Our boys and girls not only have the opportunity for high school education but are attracted by the vitalized program to continue to graduation. Fifty-five per cent of all children have at least a partial secondary course and twenty-seven per cent complete the full course.

#### ACADEMIC CURRICULUM

##### YEAR I

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Manual Training (boys), Cooking and Sewing (girls).....	4 periods
(B and C Subjects. Drawing, Composition, Plays, Gardens, Music, Current Events, Literature, Hygiene).....	10 half-periods

##### YEAR II

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Manual Training (boys), Cooking and Sewing (girls).....	4 periods
(B and C Subjects).....	10 half-periods

##### YEAR III

English.....	5 periods
French.....	5 periods
Latin.....	5 periods
History of Civilization.....	5 periods
(B and C Subjects).....	10 half-periods

##### YEAR IV

English.....	5 periods
French.....	5 periods
Latin.....	5 periods
Physics.....	7 periods
(B and C Subjects).....	10 half-periods

## YEAR V

English.....	5 periods
Latin.....	5 periods
Algebra and Geometry.....	5 periods
Chemistry.....	7 periods

## YEAR VI

United States Constitutional History.....	5 periods
Latin.....	5 periods
Senior Mathematics.....	5 periods
Economics and Business Practices.....	5 periods

## GIRLS' CURRICULUM

## YEAR I

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Cooking and Sewing.....	4 periods
(B and C Subjects. Drawing, Composition, Plays, Gardens, Music, Current Events, Literature, Hygiene).....	10 half-periods

## YEAR II

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Cooking and Sewing.....	4 periods
(B and C Subjects).....	10 half-periods

## YEAR III

English.....	5 periods
French.....	5 periods
History of Civilization.....	5 periods
Household Appliances.....	7 periods
(B and C Subjects).....	10 half-periods

## YEAR IV

English.....	5 periods
French.....	5 periods
Masterpieces of Music and Art.....	5 periods
Nursing and Physiology.....	5 periods
(B and C Subjects).....	10 half-periods

## YEAR V

English.....	5 periods
The Common Sciences.....	5 periods
Algebra and Geometry.....	5 periods
Household Organization.....	5 periods

## YEAR VI

United States Constitutional History.....	5 periods
Greek and Roman Literature.....	5 periods
Economics and Business Practices.....	5 periods
Household Management.....	5 periods

## BOYS' CURRICULUM

## YEAR I

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Manual Training.....	4 periods
(B and C Subjects, Drawing, Composition, Plays, Gardens, Music, Current Events, Literature, Hygiene).....	10 half-periods

## YEAR II

History and Civics.....	5 periods
French.....	5 periods
Mathematics.....	5 periods
Elementary Science.....	3 periods
Manual Training.....	4 periods
(B and C Subjects).....	10 half-periods

## YEAR III

English.....	5 periods
History of Civilization.....	5 periods
Soils and Horticulture.....	10 periods
Wood Work.....	5 periods
(B and C Subjects).....	10 half-periods

## YEAR IV

English.....	5 periods
Physics.....	7 periods
Field Crops.....	10 periods
Iron Work.....	5 periods
(B and C Subjects).....	10 half-periods

## YEAR V

English.....	5 periods
Algebra and Geometry.....	5 periods
Animal Husbandry.....	7 periods
Farm Engineering and Tools.....	5 periods

## YEAR VI

United States Constitutional History.....	5 periods
Farm Organization and Management.....	5 periods
Roads and Forestry.....	5 periods
Economics and Business Practices.....	5 periods

DR. THOMAS WARRINGTON GOSLING, STATE SUPERVISOR OF SECONDARY EDUCATION OF THE DEPARTMENT OF PUBLIC INSTRUCTION OF WISCONSIN, addressed the Association on the Function of Part-Time Continuation Schools.

## THE FUNCTION OF PART-TIME CONTINUATION SCHOOLS

DR. THOMAS WARRINGTON GOSLING, STATE SUPERVISOR OF  
SECONDARY EDUCATION, DEPARTMENT OF PUBLIC  
INSTRUCTION, MADISON, WISCONSIN

If it were possible for all boys and girls to attend school until they are eighteen years of age, the part-time continuation school designed for those who go to work at the minimum age permitted by law would have no further reason for existence. This type of school is a concession to unfortunate social conditions which make early employment necessary or to the restlessness of certain kinds of children who find the routine of the full-time school repugnant to their tastes. From every point of view except that of the delinquent and the defective, the continuation school for children under eighteen years of age should be regarded as a merely temporary expedient. For the full-time school it is a weak substitute fulfilling certain necessary functions until full-time attendance is made compulsory for all except the subnormal.

This positive statement is predicated upon the assumption that the prolongation of the period of youth made possible by the full-time school is biologically in the interest of race development; that those pupils who leave school before the age of eighteen have learned but little more than the minimum essentials for becoming mere economic units in the community; and that full-time education to the age of eighteen is necessary for all in order to make secure our experiment in democracy. This view, to be sure, is not the popular one. We are so strongly committed to the economic aspects of existence that great masses of parents keep uppermost in the minds of their children the purpose of getting to work and of making a living as early as possible. Economic independence seems to be the *Ne plus ultra*. Is it any wonder, then, that with so much striving for and so much satisfaction in the attainment of the minimum essentials of living we miss in our national life those evidences of grace, of refinement, of idealism which are to be attained only by conscious effort? Is it any wonder that people who learn at home and in their

social environment to think only of material success have little regard for the civic virtues and that these people through ignorance and illiteracy, and through the lack of higher ideals, become an easy prey to the disturbers of the peace, to the lawless, and to the enemies of the Republic?

Two insidious arguments tend to perpetuate the ignorance and the illiteracy of large numbers of our people and to render more difficult the solution of the problems of democracy. The first of these arguments is that high-school education is a privilege reserved for the few who are able to profit by it. The second argument is that the privileges of high-school education should not be too widely diffused because the general diffusion of education would rob society of the workers who are needed to perform the menial tasks of the world. According to this view education is harmful to those who are destined to be the hewers of wood and the drawers of water.

There are, to be sure, large numbers of boys and girls who are not fitted by nature to complete the work of the high school. Fully one per cent of our population may be classed as defectives. Accordingly in a school population of approximately twenty million, at least two hundred thousand children belong to the unfit. For these unfortunates special schools are much to be commended. Even the warmest advocates of the continuation school, however, would not maintain that the continuation schools as now organized are schools for defectives.

For whom then, are these schools intended? Obviously for those who though not defectives are deemed unable to profit by a high-school education; for the misfits; for the few who must work at an early age in order to support dependents in the family; and especially for those who are needed to supply cheap labor in shops, mills, and factories. The sympathy of our people goes without stint to the unfortunates who on account of poverty must sacrifice their youth in the hard grind necessary to earn their daily bread. Sympathy, however, is but a poor substitute for those remedial measures which sooner or later must be adopted for the sake of guaranteeing the rights of the young—"Delight and liberty, the simple creed of childhood whether busy or at rest."

The number of children who leave school because they do not like it is very large. The dislike for the full-time high school may be due to any one or more of several causes or to a combination of all of them. It is due sometimes to the incompetence of the individual;

sometimes to defects in school methods of teaching and of discipline; and sometimes to the lure of the freedom and of the activity of the outside world, especially when the lure takes the form of wages and of economic independence.

Is there any organized effort in the industrial world to prevent this sapping of the life-blood of the nation? Is there any systematic purpose to make sure that these young people who are given employment are really prepared to become citizens in industry—citizens who may be counted on to give stability to our social, industrial, and political institutions in the years just ahead when they will be called upon to decide by their ballots the weighty questions that affect our national existence? If there is any such organized effort, it is not apparent. On the contrary we observe on all sides a great readiness to absorb this cheap labor as fast as it is offered and we hear in undertones the statement already referred to that we must have these uneducated people to do the necessary dirty work of the world. This “feudal predestination,” as John Dewey calls it, is the last resource of those to whom social progress through education seems to threaten the easy way of life which they now enjoy.

Against this narrow, snobbish, short-sighted, and undemocratic opinion it is the duty of all lovers of America to protest with all their might. We have here no favored classes who have the right to doom others to a form of labor which they themselves are unwilling to perform. A man may be doomed by his ancestors to an inferior position through the weakness of body or of mind which they transmit to him; or he may doom himself to inferiority through laziness, or indifference, or extravagance, or dissipation. But when any one man or any group of men attempts to raise barriers against the progress of any other man or any other group of men by either force or fraud, we have an abuse which needs to be remedied. Democracy means among other things equality of opportunity. There can be no equality of opportunity when thousands of our boys and girls are either induced or permitted to enter industry before they are old enough to realize the handicaps they are imposing upon themselves by the curtailment of their educational opportunities.

If there is heavy, hard, and dirty work to do, work which men avoid if they can, true democracy will not seek merely to assure itself of a continuing supply of the labor by which this work may be performed, but rather will it endeavor through the application of educated brains to find means whereby the necessity for this kind of

labor may be avoided. We have already numerous instances of the way in which brains through the invention of labor-saving devices have relieved men of much dreary and enervating toil. The steam shovel, the compressed air drill, the reaper and binder, the sewing machine, the power washing-machine, the vacuum cleaner, and many other inventions too numerous to mention, are all indications of the direction of social progress. If only we had a vastly increased supply of educated brains, we might have a rapid multiplication of methods for reducing the demand for menial labor. The need for educated brains is by no means limited, however, to the field of mechanical invention. The same need exists in business, in the professions, in politics, in industrial, social, and economic organizations, in the whole realm of human relationships. But how can we expect ever to get an adequate supply of educated brains if we persist in a policy of restriction, if we persist in converting our boys and girls into the mere tools of industry?

The best agencies which democracy yet has devised for the cultivation of brains are its full-time public schools. For this reason the part-time continuation school can be regarded as a merely temporary institution accepted for the time until the conscience of our democracy is fully awake to the rights of its children.

But so long as this German, class-perpetuating, undemocratic institution is with us, obviously it is our duty to make of it as efficient an agent of democracy as we possibly can. If this end is to be accomplished, the administrators of the continuation schools will need to revise their aims and their methods. At present these aims and methods are both confused and confusing. Some persons in authority tell you that the aim of the continuation school is to make good citizens; others say that the aim is to save the child from exploitation by the employer; still others, that the aim is to give industrial insight so that the child may become an intelligent workman; and others, that the real aim is to give the child as many experiences as possible in industrial operations so that he may be able to make a wise choice of a permanent vocation.

Commendable as all of these aims are, no adequate method of attaining them has yet been devised. Any one of them would be sufficient to occupy the eight hours a week which are now the usual maximum required for attendance. Of some pupils, as for example the indentured apprentices, only four hours of attendance each week are required. To do in four or in eight hours a week all of the various

things that are attempted is quite impossible. For example, how can any extended industrial insight be given into the many occupations? According to the last census report there are one hundred eighty-one major occupations. Though not all of these, to be sure, are industrial in their nature, it is quite apparent to even a casual observer that the industrial insight aim of the continuation school is wide of the mark. Equally futile is the attempt to give practical experiences as an aid to the choice of a permanent vocation, for no continuation school can offer training to any one person outside of a very narrow range of activities. If the permanent choice is to depend upon the experience which the school offers, that choice can not be free, for it is limited to the particular kinds of training which the school sees fit to supply.

The continuation school will best serve the purposes of democracy by fitting its students for the two vocations and the only two which are well-nigh universal: the vocation of citizenship and the vocation of home-making. The precious hours vouchsafed to the school are too few to be squandered on many projects. For this reason purely industrial training should be eliminated since it is narrow in its aim and of necessity limited in its scope. It is difficult to find a good reason for denying to boys and girls who are employed for four and a half days each week in more or less enervating tasks the privilege of spending their one day in school in the cultivation of that other side of their nature which is quite generally designated as spiritual. The present arrangement seems to assume that the best thing to do for boys and girls who are employed in the use of their hands is to give them more manual activities in the continuation school. Would it not be better to say that the only way to redeem the daily routine from its overemphasis upon material achievement is to open up a vision of the higher pleasures of the mind? To say, as so frequently is said, that these higher pleasures are out of reach of the pupils who attend the continuation school is to insult the intelligence of large bodies of our future citizens. What we need is more faith in the ability of pupils to respond to the higher stimuli. Perhaps we need more faith also in our own ability to provide these stimuli in an effective manner.

The two relationships in which there is special need of idealism are those of the state and the home. Most boys and girls will become home-makers; nearly all of them will become citizens. If the continuation school will concentrate its efforts upon raising the standards

of citizenship and upon improving the quality of the home life which its students will establish, it will do a far better piece of work than it is doing today. For example, to teach boys to respect the law, to cast an honest and intelligent ballot, to have regard for the rights of others, to understand the real principles of democracy, and to put their talents at the service of the community is a vastly more important thing than to try to give them the additional mechanical skill that will enable them to earn a few more dollars a week.

Already there is recognition of the needs of girls. Courses in cooking, in sewing, in millinery point directly to the home-making function of women. Other courses of equal importance doubtless will be developed. Why should there not be full recognition of this nearly universal function of men? If our boys could acquire healthy habits in school; if they could learn the obligations of men to women and the duty of parents to children; if they could learn the principles of thrift, of investment, of life insurance; if they could learn the wise use of leisure time and healthful modes of recreation and in addition such other matters as tend to make a man a good husband and a good father, the result would be much more socially valuable than any mere vocational training can possibly be.

It is important that all schools should teach these things to boys and girls. It is especially important that the continuation school should teach them because the continuation school represents almost the last chance which organized society has to make secure for large numbers of prospective citizens the possession of those traits which are deemed of the highest social value.

It is desirable that the education of part-time students should be conducted in the school buildings that are used by the full-time students. Why should we have any pariahs, any cast-offs from the regular public schools? The schism between the favored ones who continue in school and those who leave is already sufficiently pronounced. Segregation tends merely to further alienation. In the interest of a unified national life we should discontinue every movement which divides our people, even our young people, into classes.

We return, then, to the original proposition that universal and compulsory high-school education for all except defectives should be the goal of our educational system. The part-time continuation school, therefore, is a merely temporary institution which is to be tolerated until enlightened public opinion makes it unnecessary and impossible for any normal boy or girl to leave school until the end

of the high-school period. In the meantime the continuation school should concentrate its attention upon training for good citizenship and for home-making of a type which will contribute to health, to happiness, and to morality.

### **SECOND SESSION**

The second session, Monday, February 23, 1920, was held in the Banquet Rooms of the Cleveland Chamber of Commerce Club. One hundred ninety-four were at the tables. Principal E. J. Eaton of West High School, Des Moines, Iowa, presided. Mr. Charles H. Judd, Director of the School of Education, the University of Chicago, and Secretary of the Committee on Social Studies in the High School, gave the following report:

#### **REPORT OF THE COMMITTEE ON SOCIAL STUDIES IN THE HIGH SCHOOL**

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The Committee on Social Studies in the High School has carried out two lines of investigation during the year. First, it has made careful analyses of some of the textbooks in civics in most common use and is prepared to discuss these books in such a way as to bring out through comparison their most important characteristics. Secondly, there were secured from the publishers lists of schools which use seven of these books and nearly two hundred and fifty letters were sent asking for criticism and suggestions about the particular book used and also about the general problem of teaching social studies. One hundred and thirteen letters came in reply to our inquiries. These were in many cases careful, critical discussions and yield many suggestions which we shall try to pass on in summary form. They are more useful for our present purpose than would be the same number of letters from high schools picked at random from a general list, because in each case we are in contact with a school which has at least made a beginning of teaching social science in some form or other.

The committee takes this opportunity to express to the publishers and those who wrote replies to the letters its appreciation of their co-operation. No one can be expected to rejoice when he gets a questionnaire and anyone who sends out a request for information ought to be grateful to those who take time to reply.

The committee also has to report two other steps which it has taken in promoting the cause for which it was created. It found Professor C. O. Davis engaged in an elaborate inquiry with regard to the teaching of civics for the North Central Association. It immediately added him, with his consent, to the committee. It then co-operated with him in securing permission from the Executive Committee of the North Central Association for the presentation of a preliminary report at this meeting. The securing of this generous piece of co-operation may be regarded by some as the most valuable and successful achievement of the committee.

The second collateral line of effort on the part of the committee was the careful study of reports on social studies presented by committees of other organizations. One such report presented to the American Sociological Society was printed in full in the *School Review* of April, 1920, so as to be readily accessible to the members of this organization. The report of the History Committee presented in December to the American Historical Association was published by the *Historical Outlook* in June, 1919, and a summary of the discussion at the meeting of the Historical Association was published in the issue of the *Historical Outlook* of February, 1920. The committee will come back to these reports before other associations at the end of its statement of its own findings.

A broad general statement of this committee's views can perhaps appropriately be made as a preface to its detailed report. Everywhere there is a conviction that the schools must teach present-day social conditions. Everywhere there is a disposition to find a way of introducing such teaching into the curriculum. Two great obstacles are encountered—first, the lack of satisfactory material for use in instruction, and secondly, the difficulty in placing the work in the program. With great eagerness to do the work on the one side and serious obstructions on the other, there result a running to and fro and much restless experimentation. Perhaps we are not floundering utterly in this matter, but we are at least having a very bad time. The committee is quite prepared to show a way out of all the difficulties; it warns you, however, that its program cannot be put through without heroic co-operative efforts on the part of the members of this organization.

The committee has not attempted to deal with the subject of history although that is usually included under the general term "social studies." A careful reading of the discussion carried on at

the meeting of the American Historical Association leaves on the mind of the reader the impression that the historians have a number of problems to solve before their own subject can be said to be satisfactorily organized. Beyond commenting on the desirability of disentangling the treatment of current social conditions from historical studies, this committee has thought it wise to leave history to the experts in that field. If they can be encouraged to see the importance of giving up the chronological principle of organization of school curricula and can be persuaded that ancient history is less important than modern, much good will come of their discussion. In the meantime, this report is about other matters than history. Social studies, as the term is employed in this report, includes sociology, economics, ethics, vocational guidance, and civics, not history. The field of immediate interest here under consideration is present-day social life.

Turning to the details, let us begin with an analysis of seven commonly used texts. For this analysis the committee is indebted to Mr. F. D. Brooks, a Fellow in the Graduate Department of Education of the University of Chicago. The method of this analysis consisted in establishing certain general categories under which paragraphs in the several texts could be classified and then determining the amount of space which belonged under each category. Mr. Brooks has defined his categories and methods of classifying material as follows:

*Sociology* includes all treatment of forms of association not economic, political, or governmental, and all discussions of public welfare that did not seem to come specifically under another heading. This treatment of it as an *omnibus* category is perhaps less arbitrary than it sounds since sociology may be considered a general term for human relationships, of which the other headings refer to special types.

All discussions that develop standards of conduct have been classed as *Ethics*, whether the considerations that gave rise to them were social, economic, vocational, or political.

Under *Economics* have been included not only discussions of economic principles, factors, and organization, but statements of economic facts relating to industry and commerce.

*Vocational Guidance* has been made to designate all facts concerning vocational demands and rewards relating especially to the individual, but not to apply to discussions of the place of the several vocations in the general economic scheme.

*General Government* has been considered to include all general theory of government, and such powers and functions of government as were not otherwise specifically assigned in the discussion.

*Citizenship* has been made to include technical definitions of the status and general treatment of citizenship problems and Americanization.

*Politics and Political Parties* includes the organizations and practices by which government is affected by popular will, and issues that relate to them.

*International Relations* and the other subheads are self-explanatory.

*Under Exercises* are questions for study, specifically stated, usually in the form of questions. More general topics for special reading have been omitted.

While the tabulations, I believe, represent fairly the materials embodied in the several books, an analysis of this sort can hardly represent fully the import of the books. For example, the books on vocational guidance contain a considerable percentage of economic facts; but, in my judgment, such books are not to any such extent texts in economics, since almost all the economic material is of this single type. Similarly, by the analysis, *The Real Business of Living* contains less of ethics than of economics or government, but the ethical import is present in all of it.

The space indicated is net, deductions having been made for the blank space at the beginnings and endings of chapters. Bibliographies and reading references were also omitted. Inset illustrations are included in the space assigned, but full-page pictures were frequently omitted, although they were included when their significance was such that it could easily be done. Full-page diagrams were regularly included in the tabulations.

Mr. Brooks' tables derived from the use of the above-defined categories are as follows:

Ashley's *The New Civics*—1917

	Pages	Percentage
Sociology.....	59.0	16.9
Ethics.....	4.0	1.2
Economics.....	38.6	11.0
Vocational Guidance.....	0.0	0.0
Government		
Theory, etc*.....	62.9	18.0
National.....	89.8	25.7
State and County.....	27.6	7.9
Urban.....	25.1	7.2
Citizenship.....	1.6	0.4
Politics.....	5.3	1.5
International Relations.....	3.8	1.1
Exercises.....	26.1	7.5
Geography.....	5.7	1.6
Total.....	349.5	100.0

Hughes' *Community Civics*—1917

	Pages	Percentage
Sociology.....	65.3	15.2
Ethics.....	0.0	0.0
Economics.....	77.5	18.3
Vocational Guidance.....	10.4	2.4

\* The large percentage devoted to Theory, etc., is because much governmental service is discussed without specifying the agency by which it is performed, not because of abstract theories of government.

<b>Government</b>		
Theory, etc.....	13.2	3.1
National.....	86.0	20.0
State and County.....	47.4	11.0
Urban.....	76.6	17.8
Citizenship.....	10.5	2.4
Politics.....	14.0	3.2
International Relations.....	7.8	1.8
Exercises.....	21.0	4.8
 Total.....	 429.7	 100.0

*Zeigler and Jaquette's Our Community—1918*

	Pages	Percentage
Sociology.....	42.9	23.0
Ethics.....	6.5	3.5
Economics.....	16.3	8.7
Vocational Guidance.....	0.0	0.0
<b>Government</b>		
Theory, etc .....	33.6	18.0
National.....	29.2	15.7
State and County.....	12.4	6.6
Urban.....	20.1	10.8
Citizenship.....	8.8	4.7
Politics.....	0.9	0.5
International Relations.....	0.0	0.0
Exercises.....	15.9	8.5
 Total.....	 186.6	 100.0

*Tufts' The Real Business of Living—1917*

	Pages	Percentage
Sociology.....	148.8	35.0
Ethics.....	66.8	15.7
Economics.....	80.8	19.0
Vocational Guidance.....	0.0	0.0
<b>Government</b>		
Theory, etc*.....	75.9	17.8
National.....	11.1	2.6
State and County.....	0.0	0.0
Urban.....	13.7	3.3
Citizenship.....	0.0	0.0
Politics.....	0.0	0.0
International Relations.....	28.2	6.6
Exercises.....	0.0	0.0
 Total.....	 425.3	 100.0

\* See footnote, page 32.

Giles' *Vocational Civics*—1919

	Pages	Percentage
Sociology.....	0.0	0.0
Ethics.....	7.3	3.2
Economics.....	14.3	6.3
Vocational Guidance.....	190.6	83.7
Government		
Theory, etc.....	3.9	1.7
National.....	0.0	0.0
State and County.....	0.0	0.0
Urban.....	0.0	0.0
Citizenship.....	0.0	0.0
Politics.....	0.0	0.0
International Relations.....	0.0	0.0
Exercises.....	11.6	5.1
Total.....	227.7	100.0

Towne's *Social Problems*—1916

	Pages	Percentage
Sociology.....	220.6	62.1
Ethics.....	0.0	0.0
Economics.....	71.4	20.1
Vocational Guidance.....	0.0	0.0
Government		
Theory, etc.....	0.0	0.0
National.....	10.6	3.0
State and County.....	23.8	6.7
Urban.....	0.0	0.0
Citizenship.....	0.7	0.2
Politics.....	2.6	0.7
International Relations.....	0.0	0.0
Exercises.....	25.6	7.2
Total.....	355.3	100.0

Gowin and Wheatley's *Occupations*—1916

	Pages	Percentage
Sociology.....	10.5	3.4
Ethics.....	3.2	1.0
Economics.....	14.1	4.5
Vocational Guidance.....	260.1	83.4
Government		
Theory, etc.....	1.2	0.4
National.....	0.0	0.0
State and County.....	0.0	0.0

Urban.....	0.0	0.0
Citizenship.....	0.0	0.0
Politics.....	0.0	0.0
International Relations.....	0.0	0.0
Exercises .....	22.9	7.3
Total.....	312.0	100.0

The facts thus presented are shown graphically in Figs. 1 and 2.

The outstanding conclusion which comes from this study is that the various texts are highly divergent in their tendencies. The new subject is in no sense of the word standardized. This conclusion is reinforced by statements repeatedly made in the letters which came from users. There is repeated complaint that no one of the texts gives just what is wanted. Many users describe combinations of books and give their reasons for these in terms which show that no one book is comprehensive enough. Some users have frankly given up the use of texts except as supplementary material and rely on syllabi of their own making.

The divergencies in content found in the books become a literal babble of tongues when we get in contact with the real practices of schools. It is not too much to say that every course, as actually administered, is an eclectic course. Many of them include readings on current events. Many of them include also reports by students or by citizens who co-operate with the teachers in presenting descriptions of local industries and local social conditions.

Another diversity in practice appears in the fact that the books on which we have reports are in some cases used in the freshman year of the high school, in others in the senior year. Towne is the most striking example of distribution throughout the school. It is reported for each of the four years of the high school. Ashley is used more commonly in the upper classes, but it is occasionally reported as used in the freshman year.

This wide spread over the years of the high school is checked in some degree by the character of the text. A number of the letters complain that the material included in one or another of the books is too difficult for students. In some cases such complaints are matched in immediately subsequent reports by the statement that pupils of lower grades get on very well with the same book.

We come as a result of our canvass to the conclusion that the material used in these courses is not standardized either in respect

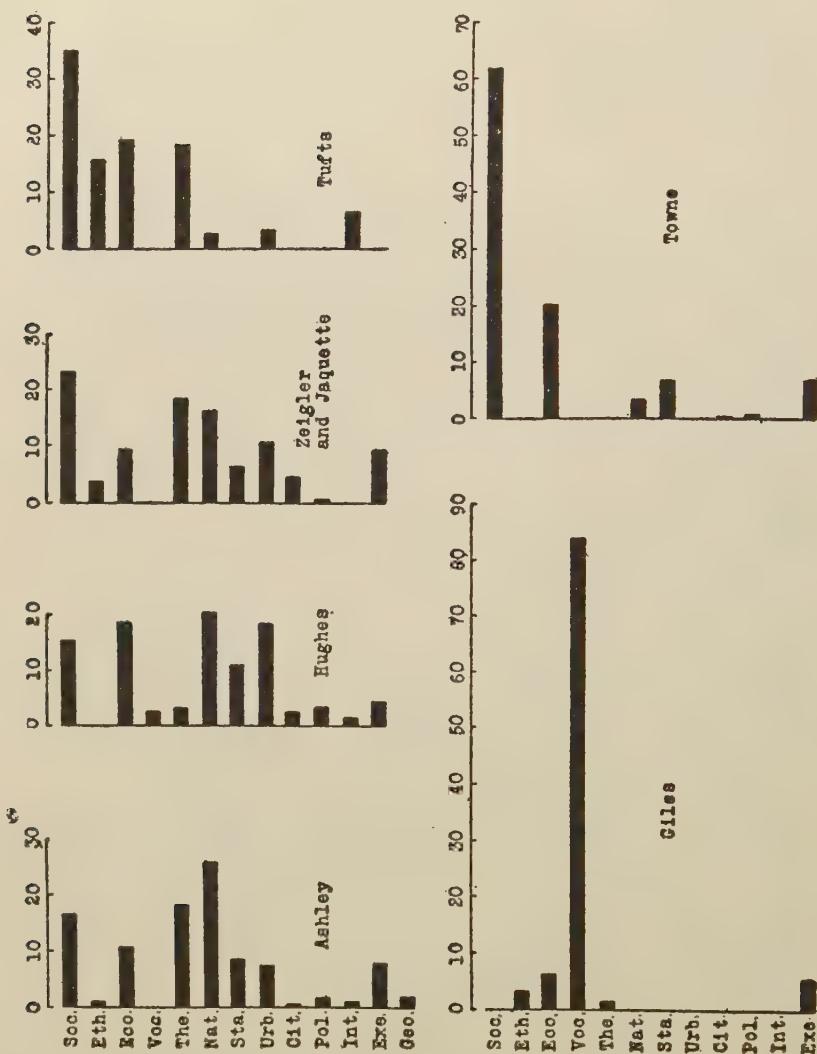


FIG. 1.—Percentage of space devoted to various subjects in certain textbooks in civics. Soc. = Sociology; Eth. = Ethics; Eco. = Economics; Voc. = Vocational Guidance; The. = Theory, etc.; Nat. = National; Sta. = State and County; Urb. = Urban Cit. = Citizenship; Pol. = Politics; Int. = International Relations; Exe. = Exercises; Geo. = Geography.

to the subjects appropriate to include or with respect to the difficulty of the words and sentences in which the material is set forth.

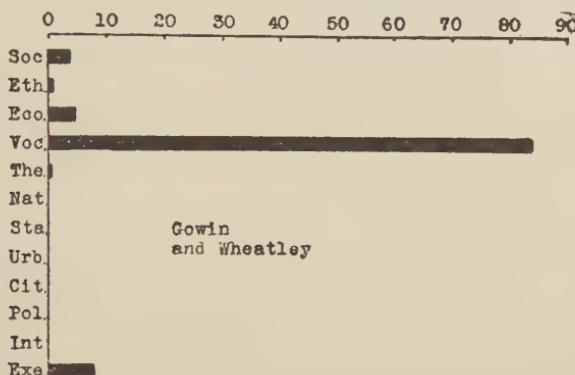


FIG. 2.—Percentage of space devoted to various subjects in Gowin and Wheatley's *Occupations*. Soc. = Sociology; Eth. = Ethics; Eco. = Economics; Voc. = Vocational Guidance; The. = Theory, etc.; Nat. = National; Sta. = State and County; Urb. = Urban; Cit. = Citizenship; Pol. = Politics; Int. = International Relations; Exe. = Exercises.

Since diversity of practice is the rule it may be well to list three sets of suggestions gleaned from the letters which will indicate, first, the methods of supplementing the texts, secondly, the disagreements with regard to emphasis on topics, and thirdly, differences with regard to the amount of work offered and its location in the curriculum.

*Supplementary devices:*

- Combination of texts.
- Syllabi prepared by the teacher.
- Current events from newspapers or magazines.
- Lectures by interested citizens.
- Written reports by students.
- Excursions to industrial plants and social and governmental centers.

*Different views about topics:*

- Wrong tendency in that the book dwells too much on community matters.
- Community problems need more emphasis.
- Background of history needed.
- Substitute for history which is too remote, for this need a teacher who can go beyond book.
- Substitute for ancient history.
- Foundations furnished by ancient history.
- Give civics as applications in connection with lessons in history.
- Set aside special hour for civics.

Correlate closely with history.  
Correlate with home economics.  
Correlate with commercial English.  
Correlate with geography.  
More lessons wanted on actual business.  
Too much economics in this book.  
Need more formal civics.

*Statements about time:*

Important community matters can be covered in ten or twelve lessons.  
Our course is six weeks.  
Our course covers a semester.  
Required throughout freshman year.  
Under the New Jersey law sixty hours required in each of the first two years  
on community matters and a like time in the last two years on the  
problems of democracy.  
We expect to have some of this work every year.  
This kind of work should be much enlarged, should be required every year.  
Required of Seniors.  
Required of Freshmen.  
We are going to put in a new freshman course because so many pupils drop  
out and do not get our senior work.

As supplements to these lists it may be well to quote at length  
from one or two of the letters:

We have had a course in industrial history for non-collegiate students in the first year of senior high, in which we followed the social and industrial history of mankind from early days. It is a forty-week course, five days a week. The first month is devoted to the Eastern nations, then Greece and Rome, and the Middle Ages, following Robinson's *Outlines of European History*. By the beginning of the second semester we have finished the industrial revolution and spend the rest of the year on its results, taking up the modern problems of democracy, industry, and daily life.

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In the first year of the high school we give one semester of civics. Last year we used Towne's *Social Problems*. The book seemed to be just what we wanted, but the children did not make the progress that they should have made. It did not seem to me that they grasped the meaning of American Citizenship in the way that they should. This may have been due to other causes than the text.

We shall offer Greek and Roman history from this time on, our reason being that we wish the children to be able to trace the development of democratic government from its earliest stages to the present time, and come to a realization of the one important fact, that the government of the United States is the highest exemplification of democracy that the world has ever seen. With this, we desire our pupils to imbibe the spirit of freedom, their obligations in its defense and promulgation, that is, freedom according to law, *not license*.

In the Senior year we shall offer a critical study of the United States government—a study of the Constitution, not *about* it. It shall be our purpose to compare our government with the democracies of the past, determine why others have fallen, why ours stands, and the things that are necessary to its perpetuation.

It seems to me that every high school should now offer something like at least two years of work in the social sciences. No doubt community civics should be given in the first year and a course in advanced civics offered as an elective later. Then one semester in economics and one semester in modern social problems should each be offered in the junior or senior year. I am not quite clear in my mind just how much of this work should be made required but would like to see at least three semesters of it for most students. I cannot get away from the importance of economics for practically every student in high school. Certainly the very large percentage of social and political problems today have an economic background and a semester of economics would give them little enough discussion as a basis of ideas for life in any community.

To these comments by high-school people may be added the recommendations of the committees of other associations, specifically the reports of the History Committee and the Committee of the American Sociological Society. These reports mark progress in the direction of the discussion of modern problems. Ancient history is recommended to be dropped as a required subject, though the conservatives in the historical association were strong enough to put this radical proposition over for a year. With ancient history gone, the recommendations contain suggestions about economic topics and applications of history to modern problems. Both reports favor winding up the work of each division of the school with a study of social problems. The history report argues that a historical background is essential to an understanding of modern conditions. The report of the sociologists is somewhat more favorable to the introduction of new material and is somewhat more in touch with current movements in the school in that it recognizes the junior high school as at hand.<sup>1</sup>

The foregoing statement was drafted and passed upon by the committee before the first of January. It must now be supplemented by a reference to certain new books which have just appeared representing a series of experiments in this field which will undoubtedly be of great importance in determining the future content of social studies in both elementary schools and high schools.

A book by F. T. Carlton entitled *Elementary Economics*<sup>2</sup> presents in very simple and direct terms a survey of the industrial activities of society which will be very useful both as a basis for preparation for industry and also as a means of introducing the

<sup>1</sup> The report is printed in full in the issue of the *School Review* of April, 1920. Special attention is called to the fourth division of the report which was presented to the high-school principals as typical of the whole report.

<sup>2</sup> FRANK TRACY CARLTON, *Elementary Economics*. New York: Macmillan Co., 1920. Pp. viii+212.

general student to the social conditions that surround him. The book differs from other books that have appeared in this field in its comprehensiveness and in its simple presentation of the matters with which it deals.

A still more striking innovation appears in two books, one by Harriet E. Tuell<sup>1</sup> and the other by Emory S. Bogardus,<sup>2</sup> which deal with the facts of national life. Both of these books present the material necessary for a school course dealing with the national traits of Americans and the peoples of other countries. The book by Miss Tuell is in the form of an outline with copious references, whereas the book by Mr. Bogardus gives descriptive material based on the author's experience when he resided in a university settlement on the west side of the city of Chicago. There he found all of the nationalities of the world represented, and he describes in an interesting way their characteristics and traces these various peoples back to their European and other origins. These books are eminently the outgrowth of the interests which the war has cultivated in national life and national peculiarities. They will undoubtedly be used as a basis for Americanization courses of a broad type and they will bring to the attention of American children not only the descriptive facts with regard to other nations but also the more vivid consciousness of the characteristics of our own national life.

These books reinforce the statement which had been prepared by the committee before their appearance, that there is no standard and accepted rule for the courses which deal with social problems and that there is much need of further experimentation in this field in order to arrive at the material which is best adapted to school purposes.

This committee is convinced after a canvass of the situation that it will be necessary in order to extricate ourselves from the present chaotic treatment of social studies to take vigorous steps and to secure the co-operation of a strong group of people. It believes that the only way to bring about the desired results is to present definite demands and insist on their consideration. It therefore makes the following recommendations:

First, more time should be devoted than is now the case to social studies other than history. In accomplishing this, social studies

<sup>1</sup> HARRIET E. TUELL, *The Study of Nations*, *Riverside Educational Monographs*, edited by Henry Suzzallo. Boston: Houghton Mifflin Co., 1919. Pp. xvi+189. \$0.80.

<sup>2</sup> EMORY S. BOGARDUS, *Essentials of Americanization*. Los Angeles: University of Southern California Pres., 1919. Pp. 303.

should be brought into competition not alone with history. It should be the explicit understanding that the importance of social studies is to be magnified at the expense of English, mathematics, languages, and even natural science. This statement is made because the social studies are going to be cramped and distorted if history and the other social sciences have to discuss their relations not in terms of true academic co-operation but in terms of competition for the hours now supposed to belong primarily to history.

In order to detach the time factor from all other problems it should, we believe, be asserted that social studies including economic, social, and civic topics drawn from present-day life should be given a place in every student's curriculum in every year in the junior and senior high school. If such a principle is accepted, it becomes possible to work out the various relations in each year which will adjust history and English and the rest to social topics. At present social topics have no proper claim to time. They are pushed aside and we are told they will be taken care of by other subjects. What we are trying to bring about is a recognition of social studies as the major train or thread of studies, others finding relation to them as possible. In order to make immediate action possible we recommend that social studies be given the time of one-half unit a year in each of the years from the seventh grade through the twelfth.

A further broad matter which we wish to present with emphasis is the necessity of co-operation in the organization of the material for instruction in the social sciences. The field is broad and we shall develop very slowly if we depend on the purely personal initiative of authors and publishers to try out various lines of possible work. There must be co-operation in creation. When a teacher finds some topic which works well he must make his experience available for use by all. When there are criticisms of existing material which will serve to guide revision, these criticisms must be formulated in such a way as to advance the course in other centers.

The suggestion just made is not an easy one to carry into practical operation. American teachers and principals are not in the habit of working on the course of study in a creative way. There are no agencies which are able easily to collect experience and make it available to many. Committees can indeed be appointed and can be told to find out something, but committees are like the rest of the world—slow to create.

We believe that American schools are in need of an agency which will seriously attack the problem of co-operative making of material of instruction. The members of this association are able, if convinced, to do more than almost any other group in the American school system toward such an organization. Our recommendation is that a group of principals of high schools who will volunteer for this service undertake to do each at his own school, some definite constructive work. This shall be of three types: first, the preparation in full detail of five lessons in any aspect of social studies which appeals to him; secondly, a trial of these lessons with a view to determining whether they work and in what grade they work best; and thirdly, the exchange of such prepared and tested material with other members of the group. This third obligation involves the duplication in some form of the five lessons to be exchanged and the assumption of the small expenses for postage and correspondence necessary in effecting the exchange.

The business of the Central Committee of this Association would then become merely the business of preparing and circulating lists of volunteers, of receiving one copy of each lesson prepared for exchange, and of serving as a central repository for the experience accumulated during the experiment. It should be noted that the Central Committee would not be responsible under this arrangement for the creation or even the criticism of the material.

The Central Committee could serve another useful purpose if such a group of volunteers really began work. It could be a center to which reports might come of progress made in the direction of really introducing this kind of work into schools.

The present committee is disposed to believe that with these suggestions it has come to the end of its usefulness. If the association has volunteers and needs the services of the present committee to carry on the program outlined, the services of the committee can be had. If the association is reluctant to assume the program, the committee does not believe that it is worth while for any small group of workers to try to drive it through.

Our report is respectfully submitted, then, with the request that this committee which was appointed to report on methods of introducing social studies be discharged and with the further request

that the association consider the larger program to which we believe this report logically leads.

C. O. DAVIS  
V. K. FROULA  
W. D. Lewis  
T. J. McCORMACK  
F. G. PICKELL  
W. E. STEARNES  
H. V. CHURCH, *Chairman*  
C. H. JUDD, *Secretary*

Following this report, it was moved that the committee be continued and that volunteers be called for at once to carry on the suggestions of the secretary. The following men enlisted at that time:

COLORADO

Mr. R. J. Bretnal, Colorado State Preparatory School, Boulder, Colo.

DISTRICT OF COLUMBIA

Mr. F. C. Daniel, McKinley Manual Training School, Washington,  
D. C.

ILLINOIS

Mr. J. A. Armstrong, Englewood High School, Chicago, Illinois  
Mr. Fred L. Biester, Glen Ellyn, Illinois  
Mr. C. P. Briggs, Rockford, Illinois  
Mr. B. F. Brown, Lake View High School, Chicago, Illinois  
Mr. B. F. Buck, Senn High School, Chicago, Illinois  
Mr. Ottis Hoskinson, Wellington, Illinois  
Mr. Harry Keeler, Lindblom High School, Chicago, Illinois  
Mr. K. C. Merrick, Monmouth High School, Monmouth, Illinois  
Mr. B. C. Richardson, Alton, Illinois  
Mr. George H. Rockwood, Austin High School, Chicago, Illinois  
Mr. I. L. Rogers, Waukegan Township High School, Waukegan,  
Illinois  
Mr. H. G. Schmidt, Belleville, Illinois  
Mr. H. C. Storm, Batavia, Illinois  
Mr. Eston Valentine Tubbs, New Trier Township High School,  
Kenilworth, Illinois  
Mr. P. M. Watson, Robinson, Illinois  
Mr. J. F. Wellemeyer, Township High School, Quincy, Illinois

## INDIANA

Mr. E. H. Kemper McComb, Manual Training High School, Indianapolis, Indiana

## IOWA

Mr. A. W. Merrill, North High School, Des Moines, Iowa

Mr. William A. Pye, Eldora, Iowa

## KANSAS

Mr. L. W. Brooks, Wichita, Kansas

## MASSACHUSETTS

Mr. Harvey S. Gruver, Worcester, Massachusetts

## MICHIGAN

Mr. William Prakken, Highland Park High School, Highland Park, Michigan

## MINNESOTA

Mr. G. W. Willett, High School, Hibbing, Minnesota

## NEBRASKA

Mr. Joseph G. Masters, Central High School, Omaha, Neb.

## NEW YORK

Mr. David H. Childs, Technical High School, Buffalo, New York

Mr. F. S. Fosdick, Master Park High School, Buffalo, New York

Mr. M. C. Helm, Jamestown, New York

Mr. C. K. Mellen, Lafayette High School, Buffalo, New York

Mr. Milward Smith Thomas, Hutchinson High School, Buffalo, New York

## OHIO

Mr. E. W. Boshart, West Technical High School, Cleveland, Ohio

Mr. George E. Davis, Walnut Hills High School, Cincinnati, Ohio

Mr. A. Garvin, Bucyrus, Ohio

Mr. Edward F. Miller, Rayen High School, Youngstown, Ohio

Mr. C. E. Reed, South High, Youngstown, Ohio

Mr. W. E. Stilwell, University School, Cincinnati, Ohio

## PENNSYLVANIA

Mr. Elmer G. Frail, Erie, Pennsylvania

Mr. W. P. Hailey, Mount Union, Pennsylvania

Mr. F. L. Orth, High School, New Castle, Pennsylvania

## UTAH

Mr. Adam S. Bemnion, 47 E. So. Temple Street, Salt Lake City, Utah  
Mr. Guy C. Wilson, Pres., L.D.S. High School, Salt Lake City, Utah

## WEST VIRGINIA

Mr. John G. Graham, Huntington, West Virginia

MR. C. O. DAVIS, PROFESSOR OF EDUCATION OF THE UNIVERSITY OF MICHIGAN, followed with a report prepared for the March (1920) meeting of the North Central Association, the presentation of which was authorized for this occasion.

TRAINING FOR CITIZENSHIP IN THE NORTH CENTRAL ASSOCIATION OF SECONDARY SCHOOLS

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C. O. DAVIS  
University of Michigan

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Within the last two years, as never before, there has echoed and re-echoed across our country a demand for full-blooded Americanism everywhere. The nation has, within that time, been newly impressed with Lincoln's famous dictum that "a house divided against itself cannot stand." It has accepted without reservation the Biblical precept that he who is not for our state is against it, and has set itself the task not alone of rooting out existing forms of anarchy and hyphenism, but also of protecting itself in the future against the unchallenged development of anti-American doctrines and of divided national allegiances.

To accomplish this job governmental machinery of improved patterns has lately been set in motion and corrective social agencies of many types have recently been established. Among the later organizations are the various societies interested in the so-called Americanization movement. Their primary aim is to indoctrinate adult residents of foreign birth with the principles of democracy as these are set forth in the American Declaration of Independence and in the Constitution of the United States, and to habituate them to the national customs, the social forms, and the personal practices which have become the very foundations of our national life and character.

The instigating purpose of this movement is laudable indeed, and the work which is being done by the several societies is both extensive and admirable. But their activities do not grapple with the entire problem. Foreign-born residents are not the only ones who seriously need to be quickened with the true spirit of America and of Americanism. Altogether too many native-born citizens of our republic are lacking in a full appreciation of the privileges and benefits which they have inherited and which they today enjoy, and are remiss in the exercise of the duties and obligations which society in general rightfully expects from them.

Neither is the problem likely to be solved nor the desired goals reached if attention is directed solely, or chiefly, to the adult members of our body politic. To nationalize individuals takes time. Education must be begun in the early days of life. "Just as the twig is bent the tree's inclined." Or, to combine the wisdom of Solomon with that of Pope: "Train up a child in the way he should go and when he is old he will not depart from it." It is the child and the youth who most of all need to be Americanized. If the on-coming generation of boys and girls can be imbued with right ideals and ideas and habits respecting the obligations of citizenship, the future of our nation is assured. If the on-coming generation of boys and girls be unguided in their thoughts, attitudes, and conduct regarding governmental principles and social relationships, confusion in the adjustment of individuals to individuals is likely to be heaped on confusion. The resulting effects on our national stability will, to say the least, tend to become uncertain and, in all probability, subversive of our cherished principles and forms of democracy. It, therefore, behooves the friends of America to look well to the civic and social training of our youth of today—the men and women voters and actors of tomorrow.

While the public schools cannot rightfully be charged with the entire responsibility of handling the problem suggested, nevertheless, being the specialized agencies which society has established for instructing and training youths to take their places effectively in the active affairs of the world, perhaps the largest share of the duty does devolve upon them. Nor are schoolmen indifferent to the task. Ever since schools, publicly supported and controlled, have existed in our land, training for citizenship has been one of their conspicuous aims. Indeed, a tax-supported school system could perhaps be justified on no other grounds. The state assumes

the direction and defrays the expense of schools because the results of their work tend to the advantage of the state.

Nor has practice looking to the development of qualities of good citizenship among youths in the public schools been wanting. For many years every teacher and administrative officer in the system has, doubtless, both consciously and unconsciously, been teaching citizenship. And the work has not been ineffective. While it may be that much of the social restlessness which is discoverable in America today may be charged to the theory of universal education, nevertheless such restlessness is not wholly disquieting. Progress is change, and change is inspired by restlessness. Though it may be confessed in sorrow that disrespect for established authority is too common a trait of schoolboys and schoolgirls in America today, that a superficiality of knowledge and a lack of persistency and accuracy in thought and action are too characteristic even of the graduates of our schools, and that a spirit of selfishness, not to say of indifference and laziness, distinguishes altogether too large a proportion of the young people of the land whenever there is hard work to be done and personal sacrifices to be made, nevertheless there is much to be charged to the other side of the ledger. The record of our young men in the late war, the activities of our young women in civilian work related to the war, the attitude of both the sexes towards the question of woman suffrage, the abolition of the saloon, and the suppression of the radical red agitations throughout the land—all these undertakings (and many others) are evidences of a popular civic interest and civic responsiveness that are gratifying. For this active expression of public spirit much credit surely must be given to the public schools as they have operated during the last generation.

In order to discover, as fully as possible, precisely what practices are being carried on in the secondary schools of the land with the direct intent of developing qualities of citizenship among the students enrolled in those schools, the North Central Association, through its Commission on Secondary Schools, made this topic the subject of their special investigation this year. A questionnaire was sent to each secondary school accredited by that association. It was accompanied by a *Note to Principals* stating the purpose of the study, defining the plan of procedure, and calling for hearty co-operation on their part.

The questionnaire laid down the thesis that "Good citizenship consists of being able and desirous of playing one's full part in the co-operative activities of one's community, state, and nation. It results from (1) altruistic emotions (interests and desires); (2) correct mental notions (knowledge and ideals); and (3) trained habits of response (spontaneous and studied actions)."

The questionnaire then proceeded to educe data showing the current practices in the high schools in respect to each of these three aspects of training, and also asked, under a fourth caption, for the expression of personal judgments concerning the wisdom of certain suggested practices. The four main categories of the study were, therefore, as follows:

- A. Provisions for arousing desirable *sentiments* of citizenship.
- B. Provisions for furnishing *information* relating to the privileges and duties of citizenship.
- C. Provisions for securing from pupils *active participation* in affairs that tend to develop habits of spontaneous, and also studied, responses that make for good citizenship.
- D. Expressions of the personal views of principals regarding certain specific policies.

In so far as possible, all questions were put in a form calling for the categorical answer, "Yes" or "No." A few questions were not of this type but called for positive statements of practice couched in concrete terms. Some of these latter questions were employed in order to serve as a check on the replies to the more general queries, and some were used because no other way of getting assured information seemed feasible. An illustration of the latter type of question is the following: "In what specific ways does your school seek to give pupils a sympathetic understanding and a desire for fair dealing, concerning problems of labor and capital?"

Questionnaires were returned from 1,180 schools, distributed over the 18 states comprised within the North Central Association territory. Few school officials made replies to every question asked, and many were inconsistent in the answers given. Thus, for example, more than one principal declared that his school offered no work in elementary sociology or elementary economics and then, in a space or so below, stated that the classes in these subjects met five times per week.

Nevertheless, despite these inconsistencies, the responses as a whole give evidence of thoughtful interest and painstaking effort. They surely are complete and accurate enough to give an indication of what the common school practices are. One cannot help feeling, however, that where slovenly, inaccurate replies were made, and where, instead of giving the data requested, space was taken to condemn the entire questionnaire and the aims of the association—one cannot help feeling that when such conditions are evidenced the school authorities are missing the spirit of the age and in their egotism and slothfulness are injuring their own interests more than those of others.

The table appearing at the end of this report gives the summaries of the replies made to the several queries:

#### A. Provisions for exciting sentiments of citizenship.

1. *Assembly talks.*—Of the 1,180 schools reporting, 1,164 claim to have assembly talks in which effort is made to stimulate in pupils sentiments and interests of citizenship. Only 33 of these schools hold such meetings daily, although 155 others provide for them two or three times per week. The most common practice apparently is to hold assembly periods regularly once per week, 520 schools reporting that such is their custom. On the other hand, 427 schools make use of this agency only at irregular intervals, or at periods considerably less frequent than weekly.

Most of the schools (1,053) are in the habit of securing as speakers at the assembly meetings prominent local citizens and notable out-of-town visitors. Among the local citizens mentioned most frequently are ministers, public officials, and successful business men who are known for their public spirit and for qualities of good citizenship. In 71 schools the pupils themselves are encouraged to deliver speeches and talks, while in only 363 schools are the classroom teachers expected to contribute to the exercises. The superintendents and principals in 408 schools constitute the chief force for carrying on the work.

While this report rightfully must concern itself chiefly with facts and their obvious interpretations and not with personal opinions, the query persistently arises: Why, in a matter so important as citizenship, are the assembly periods, as agencies for arousing right sentiments, so infrequently employed, and why are the services of the pupils, teachers, and administrative officers so rarely employed in presenting the theme?

2. *Music*.—As in the case of assembly talks, so music of a stirring patriotic kind is employed by most schools to inculcate sentiments of citizenship. In 131 instances it is provided daily or at the regular assembly periods, in 654 schools it is furnished at least once per week, and in 239 cases it constitutes a part of special day exercises or is a feature occasionally provided.

3. *Oral readings*.—Seven hundred and sixty-eight schools are accustomed to having oral readings given by pupils and teachers, such readings being designed to fire the emotions with civic zeal. Two hundred and ten schools have nothing of the kind.

4. *Prescribed class readings*.—Prescribed class readings of an inspirational character are found in 869 schools, while 175 schools openly declare that they make use of no such material. Whether these last figures are indicative of indifference to the value of inspirational literature as an agency for developing civic ideals, or whether the figures illustrate again merely the carelessness of individuals filling in the blanks, there is no way of determining. It seems almost incredulous that 175 schools of North Central Association rank should deliberately neglect to make use of material so generally recognized as valuable for character training.

5. *Dramatization*.—Only 398 schools profess to make any use of dramatization as a means of portraying civic duties and ways of meeting them, while 614 schools frankly acknowledge that such undertakings have no part in their systems. If the dramatic instinct in adolescent youths is as strong as psychologists declare, and if dramatization of wholesome events, scenes, and ideals is as beneficial as many experienced educators claim, some authority surely should exert its influence to secure more general adoption of this agency as a means of civic training in our schools.

6. *Pageantry*.—It may be somewhat surprising to know that 352 out of 1,026 schools reporting do make use of pageantry as an agency for developing ideals and sentiments of citizenship. Although allied to the drama, this kind of human representation seems to be regarded as possessing values not found in the former type of theatricals. Surely the use of pageantry on the fairly extensive scale indicated is a relatively new feature in the schools, as only rarely has the subject been mentioned in previous reports.

7. *Moving pictures*.—Pictures depicting civic interests and individual responses thereto are provided in 290 schools, while 710 schools make no use of this potential educational agency.

8. *Stereopticons*.—These, on the other hand, seem to be more generally employed, 438 schools reporting them in use while 541 report they are not found in their schools.

9. *Literature*.—The full wording of this topic in the questionnaire was: "Is literature in your school so taught as to give pupils an *enthusiasm* for things that are more excellent?—Name three specific ways this is done."

Of the schools replying, 1,030 declare that the subject is so taught, while 38 boldly, and seemingly without chagrin, express themselves in the negative. More than 100 schools sending in the report refused or neglected to write the little word "yes" or "no" in answer to this question. This number is, however, approximately the number of drones that have manifested their presence about each of the other questions asked, and hence probably should excite no special concern. It is, however, pertinent to remind such delinquents that standard No. 8 of the association reads: "*No school shall be considered unless the regular annual blank furnished for the purpose shall have been properly and completely filled out and placed on file with the inspector.*" Furthermore, by vote of the association, the blank calling for data for the annual special study has been duly authorized and made a part of the regular procedure of the association.

The specific ways by which literature is taught in order to attain the ends sought are varied, and the modes of stating on the report how the work is carried on are still more varied. Few schools mentioned *three* ways which were employed by them in conducting the work; many—even of those which claimed to be putting forth the endeavor—failed to mention one. Moreover, the replies given range from such phrases as "oral training," "vitalizing ideals," "contrasting good and bad," "essays on politics," "refinement of tastes," "good teachers," to expressions like "selections of patriotic classics," "biography," "inspirational teaching," "class discussions," and "memorization work."

Obviously, it was impossible to classify the replies with any degree of simplicity and at the same time with positive accuracy. Eliminating many answers from consideration entirely, and using rather free power of interpretation, the following practices were recorded: by means of careful selection of subject-matter to be read in the classes, 599; by means of memorization work, 75; by means of the dra-

matic appeal, 179; by means of the interpretative power of teachers, 586; and by means of class discussions and debates, 213.

10. *Excursions*.—The entire question as printed under this caption read: "Do teachers in your school conduct classes to places and institutions which reveal conditions that stir in pupils desires to render social service?—Name three types of visits thus made."

Only 495 schools seem to be in the habit of undertaking this type of school excursion; 538 state positively that they do not do so; and approximately 150 ignored the query. As in the replies to question No. 9, it is not possible to classify all answers under a few simple headings and be sure they are truly connotative. Nevertheless, with due allowances for misinterpretation of intent, the types of visits may be given thus: (a) to civic councils and offices, 166; (b) to state institutions (legislatures, army camps, state fairs, etc.), 73; (c) to courts and penal institutions, 185; (d) to charitable institutions (hospitals, homes for the blind, deaf, and feeble-minded, poor farms, insane asylums, etc.), 100; (e) to social settlements (poor districts, alien districts, etc.), 77; (f) to religious and educational institutions (church services, memorial exercises, art museums, universities, rural schools, Chautauquas, libraries, etc.), 33; (g) to local voluntary organizations and undertakings (charity associations, women's clubs, chambers of commerce, Rotary club meetings, patriotic speeches, parades, etc.), 54; (h) to industrial and commercial places (manufacturing plants, mines, farms, stock-yards, banks, etc.), 211.

#### B. Provisions for providing information respecting citizenship.

The second main division of the questionnaire was concerned with the modes of furnishing *information* relating to the privileges and duties of citizenship.

1. *Civics*.—Of the 1,180 schools sending in reports, 1,148 have courses in civics in the high school. In 989 of these schools the course is wholly separate and distinct from the courses in history while 144 schools stated it is a part of a course with history. The subject is, for the most part, a Senior offering, 886 schools providing for it in that grade. In 339 schools, however, Juniors are admitted to the course, and in 160 schools the course is distinctively one for ninth-grade pupils. Only 76 schools offer the work in the tenth grade, and where this is done the course seems to be the same as the ninth-grade course, but is open to both ninth- and tenth-grade pupils.

In 890 schools the civics course is one-half year in length, in 43 schools it is less than half a year, and in 185 schools it is allotted an entire year's time. A further question sought to bring out the practice regarding the administration of the several courses. Replies were so confusing that no attempt was made to compile them. In general, the questionnaire disclosed the fact that the course offered in the eleventh and twelfth grades is prescribed for all who expect to be graduated. In several instances the courses are prescribed for students in particular curricula, as, for example, in the commercial or in the manual-training curriculum.

The replies received gave a rather surprising unanimity of practice in the use of textbooks. Except in a few states in which "official leaflets" are provided, and except in a goodly number of schools in which no definite printed material is used, the texts are (almost without other exceptions) confined to the ones enumerated in the table.

Almost without exception, too, the courses in civics meet five times per week.

Below the high school, civics is taught in 871 of the schools reporting, whereas in 112 districts no such course is offered. The textbooks used in these elementary-school courses are less uniform than in the high schools, although, as the table reveals, a certain few predominate.

2. *Elementary sociology*.—This subject is found in 298 schools while 770 schools acknowledge they do not offer such work. In 230 schools the course is separate from courses in civics and in 238 schools separate from courses in history. In 186 schools the work is offered in the twelfth grade, in 119 it is open to pupils of the eleventh grade, and in 39 it is open to ninth- or tenth-grade pupils. In 218 schools classes meet five times per week.

While apparently much of the work in elementary sociology is carried on by means of miscellaneous printed material furnished by the teacher, and while several schools employ textbooks of various kinds, four books in particular take prominent places in the list. These are mentioned in the table.

3. *Elementary economics*.—Work in elementary economics is reported as follows: 696 schools offer the subject; 406 do not; 662 present it in a course separate from courses in history; 609 in courses separate from civics; and 511 in courses separate from elementary sociology. In 622 schools, the classes meet five periods per week.

As in the case of most of the courses in civics and sociology, the work in economics is offered in the eleventh or twelfth grades, although 52 list the course as a ninth- or tenth-grade subject. On the other hand, 497 list it as a twelfth-grade subject and 322 as an eleventh-grade subject. Regarding textbooks used, only five are mentioned more than a very few times, these five being listed in the table.

4. *Current events*.—One thousand and eight schools report having a course dealing with current events, though 121 schools do not have such a course. For the most part, the work is connected with the courses in history, civics, sociology, and economics (911 schools so reporting) and with work in English (518 schools so reporting), although 176 schools claim to provide an absolutely separate and distinct course for the study. In 592 schools the weekly time allotment for the subject is from 40 to 50 minutes; in 150 schools it is less than this amount of time; and in 121 schools it is more than this amount. The work seems to be prescribed for some group or groups of pupils in every school, 278 mentioning those taking specified history and civics courses, 136 those taking certain courses in English, and 618 those of other groups, as, for example, those in the commercial curriculum, the normal training curriculum, or ninth-grade pupils.

Whenever specific sources of information are given for the current events work, six well-known magazines lead the list. These are the *Literary Digest*, the *Independent*, the *Current Events* magazine, the *Outlook*, *Review of Reviews*, and the *World's Work*. Four hundred and twenty-eight schools mentioned "newspapers" (unspecified) and 531 schools had their materials recorded merely as "magazines."

5. *Morals, manners, and life problems*.—One hundred and twelve schools claim to have a definite course of this type offered in their program of studies. What the character of such courses is or what the mode of conducting them may be, the data in no wise reveal.

6. *Occupations*.—One hundred and ninety-four schools claim to offer a course styled "Occupations" or some similar title. No further information regarding the work is, however, indicated in the reports.

7. *History*.—It is a well-known fact that courses in history are offered in every public secondary school. The query in the ques-

tionnaire was, therefore, directed to discover whether those history courses are (to quote from the questionnaire itself) "taught not alone to reveal facts but to make every boy and girl believe and understand the worth of being free." The blank also called for "three specific ways this is done."

Of the schools replying, 1,057 claimed that history is taught with the end in view of making pupils feel the worth of being free. How this task is accomplished is not so easy to state. The replies included such answers as: comparisons, character study, illustrations, notebooks, ideals, classes, slavery, bulletin board, class spirit, talks, current events, special reports, etc. By the process of free interpretation, these replies were subsumed under the following general captions: stressing American ideals, 639; stressing development of free institutions, 445; treating current social problems, 403; stressing the responsibilities of citizenship, 155.

8. *Biography*.—Of the 1,180 schools reporting, 1,012 answered "Yes" to the following question: "Are the lives of great men and women studied in your school with particular reference to revealing the personal qualities of character which constitute true Americanism, e.g., love of freedom, courage, honor, justice, loyalty, human equality, integrity, force?" Of these, 657 declared the work is carried on in connection with the history and English courses, while 461 stated that the study is made in an independent course or as parts of special school programs.

9. *Problems of labor and capital*.—To the query, "In what ways does your school seek to give pupils a sympathetic understanding and a desire for fair dealing, concerning problems of labor and capital?" the following replies (after being edited) were obtained: through assembly talks, 161; through debates and discussions, 330; through the agency of regular class work, 526; through selected readings and current events reports, 176.

10. *Wholesome use of leisure*.—To the query, "In what ways does your school seek to impress on pupils the need of utilizing leisure time in a wholesome way?" replies that ran the whole gamut of possibilities were given of which the following are illustrative: care of school property, order in public places, school discipline, democratic dress, practice in leadership, community singing, clubs, athletics, campaign against smoking, record marks, social responsibilities, examples, self-government, discussions, supervised recreation, use of library, school moving pictures, talks, etc. Condensed

into the most commonly suggested categories the replies are: (a) athletics, 159; (b) lectures and talks, 301; (c) suggested readings, 188; (d) supervision of student affairs, 173; (e) student clubs and societies, 194.

11. *Books read by pupils.*—To the question asking for a list of five books which are most extensively read by high-school pupils and which aim specially to present lessons in citizenship, almost enough different books were mentioned to fill a moderate-sized library. When, however, those are excluded from consideration which, in each state, were mentioned only once or twice or thrice, the entire number dwindles to 15. Hale's *The Man Without a Country* leads all other books in popularity, being mentioned 125 times, although Riis's two books, *Making an American* and *How the Other Half Lives* together outnumber Hale's by 14. Biographies and works of Roosevelt, Franklin, and Lincoln, and the writings of Steiner, Antin, Jane Addams, and Booker T. Washington likewise were mentioned frequently.

12. *Magazines read by pupils.*—Sixteen magazines commonly read by pupils were mentioned in excess of 30 times, and no other magazine than those included in the table was listed that number of times. Since each school was requested to enumerate the five most extensively used periodicals of this sort, the unanimity of reading interests shown by pupils is remarkable. Likewise the type of reading indicated is gratifying. Not one "yellow" magazine is found in the group, but, on the other hand, there are several that might be classed as "ultra blue." In the lists given the *Literary Digest* is conspicuous by the long lead it has over others, being mentioned 841 times in a possible total of 1,180. The *Independent* and the *Outlook* are close to the five hundred mark; *World's Work* and *Review of Reviews* are in the three hundred class; *Current Events* and the *American* hover about the node of one hundred and fifty; and the others bring up the field.

#### C. Provisions for habit formation.

A third division of the study—Division C—concerned itself with the agencies which are employed in the schools in order to give pupils active participation in affairs that tend to develop habits of spontaneous, as well as studied, responses that make for good citizenship. The summarizing table given on the following page indicates the scope of the inquiry and the character of the replies.

This is a fair array of agencies for affording opportunities to pupils to acquire habits of good citizenship through the only known way to acquire them, namely, by practicing the qualities of good citizenship. No doubt, the list could wisely be extended in many schools.

Type of Agency	Number Schools Having	Number Schools Not Having	Number Schools Not Replying
1. Junior Red Cross Societies..	880	172	128
2. Junior Good Citizenship League.....	76	658	446
3. Boy Scout Organization.....	651	305	224
4. Girl Scout Organization.....	522	387	271
5. Thrift clubs.....	421	458	301
6. School paper.....	666	360	154
7. Military training.....	208	720	252
8. Debating clubs.....	863	194	123
9. Mock elections.....	568	379	233
10. Student self-government.....	306	550	324
11. Community centers.....	373	398	309

A detailed analysis of the larger table shows that among the schools which provide military training, 83 prescribe it for all boys, 107 make it optional or elective, and 18 ignore the question.

Similarly, in the portions of the table relating to student self-government, 148 schools state that they publicly advertise the fact, whereas 393 schools declare they do not do so. Since only 306 schools claim to have student self-government agencies at all, there is obviously some misstatement of fact or misinterpretation of facts connected with this topic. It is observed, too, that 242 schools claim to have formal machinery for the operation of student self-government, 204 schools assert that teachers have much control over it, and 255 schools state that the plan is administered with little interference or control by teachers. In short, the replies to this entire topic are confusing, and little credence seemingly can be placed in them.

Again, the questionnaire, after giving several factors alleged to be essentials of patriotism, sought to bring out statements respecting the ways these factors are taught in the schools. The answers indicate that, for the most part, school authorities rely upon the

routine of the regular school work to inculcate patriotic principles, although a large number of schools (381) lay the stress upon having pupils participate in the various school organizations as the best means of accomplishing the end. Among the other means suggested are: patriotic celebrations, 96; talks and lectures, 189; self-government agencies, 223; student co-operative societies, 169; and athletics, 123.

Opinions:

Another division of the study sought to bring out a statement of the personal views of superintendents and principals regarding certain more or less untried ideas of training. The first question pertained to having high-school pupils subscribe to an oath modeled on the ephebic oath formerly taken by Athenian boys. The full oath was not given in the questionnaire, but only the following salient portions, namely: "I will transmit my fatherland, not only not less, but greater and better than it was transmitted to me. I will obey the magistrates who may at any time be in power. I will observe both the existing laws and those which the people may hereafter unanimously make, and if any person seek to annul the laws or set them at naught, I will do my best to prevent him, and I will defend them both alone and with many, (and) I will honor the religion of my fathers."

The authorities in 428 schools favored the adoption of a pledge of this sort; 415 opposed doing so; and 337 expressed no opinion.

The second question related to having in each school a Junior Civic League, one of whose obligations on its members should be, to perform at least one act of civic worth daily. This thought was built on the idea of the Boy Scout Organization. Six hundred and seventy-two school authorities approved the plan; 183 opposed; and 325 ignored the query.

The third question read: "Would you favor having established in your school a branch of the society known as the Universal Service for Social Improvement (U. S. S. I.), and to have your pupils subscribe to its program and wear its emblem (Red Star)?" Probably few had heard of this society, nor was the question as clear as it should have been. The vote on it was: favoring, 432; opposing, 207; not voting, 541.

The fourth question read, "What do you regard as the three very best specific ways of inculcating habits of good citizenship in boys and girls?" Replies were expressed in multitudinous forms.

However, by exercising the process of rather free interpretation, the following eight groupings were secured:

1. Good teaching in all branches.....	346
2. Courses in social science and literature.....	188
3. Stressing ideals of conduct by teachers.....	381
4. Personal example of teachers.....	277
5. Placing responsibilities on pupils personally.....	284
6. Student organizations.....	328
7. Providing opportunities for out-of-school service to society.....	149
8. School discipline.....	150

The answers are not very satisfactory, first, because they represent the views of only the small number of individuals who took the trouble to reply at all, and secondly, because the replies that were given could not possibly all be listed under the headings given above.

In conclusion, it is pertinent to inquire, first, what deductions follow from the study thus made, and, secondly, what value is derivable from them.

In the first place, it seems to the writer that the study clearly shows that the North Central Association secondary schools are, as a body, alert and alive to the need for providing training as citizenship, and that they are employing, possibly as fully as could properly be expected, all of the available means to attain that end.

Second, the study shows that although the association is a unifying agency, much flexibility of administration is to be found among the various schools, each adapting its program to local conditions and needs.

Third, although knowledge *about* the rights and duties of citizenship is still the most emphasized aspect of civic training, still provisions for stirring the emotions and for exercising the will in pupils are conspicuous features of many schools, and the means employed to attain these ends are suitably varied in character.

Fourth, courses of study designed primarily to give direct instruction and training in citizenship are, for the most part, deferred to the last two years of the school work, thereby bringing their influences to bear solely upon those pupils who have before them a complete high-school education.

Fifth, teaching ideals of citizenship and personal character seems to be one of the leading aims of many courses of study in the high school—particularly the courses in history, English, and

foreign languages—and is not confined to courses in elementary social science.

Sixth, the "inspirational" and "interpretative" powers of teachers in all subjects are relied upon as the best and surest agencies for developing qualities of citizenship among pupils.

Seventh, agencies that make their appeal to the eye—dramatics, pageants, moving pictures, stereopticon slides, and real concrete situations in the adult world—are being extensively employed to teach the lessons desired.

Eighth, courses in elementary sociology, in occupations, and in morals, manners, and life problems are not yet finding any conspicuous place in the school programs of studies.

Ninth, suitable textbooks for courses in all phases of citizenship instruction are, as yet, few in number.

Tenth, the interrelating of school work and out-of-school interests is particularly noticeable in matters pertaining to instruction in citizenship.

Eleventh, high-school boys and girls are readers of books and magazines that are worth while, and read with avidity if material that is interesting is placed before them.

Twelfth, school authorities are very much in doubt regarding the best ways to teach pupils the wholesome use of leisure time, and need to be instructed.

Thirteenth, biographical material as an agency in civic training holds a conspicuous place in the organization of most schools.

Fourteenth, the Boy and the Girl Scout movements have already got a firm footing in the halls of the secondary school.

Fifteenth, military training for high-school boys has likewise found much support among North Central Association secondary schools.

Sixtcenth, student self-government has become a reality in approximately one-fourth of the schools reporting, although in only one-half of these schools is the plan given publicity or operated by means of formal machinery.

Seventeenth, most schools seem to place great faith in the civic training afforded by the school papers, debating clubs, mock elections, and other types of student co-operating organizations.

Eighteenth, the community-center idea, so far as it applies to the use of the high-school building for that purpose, is of relatively small significance.

Nineteenth, many school men favor the establishment within the schools of some kind of a society the chief purpose of which should be the deepening among students of the sense of responsibility to the state.

Twentieth, a goodly proportion of the school authorities rely upon the personal example of teachers, the regular class work, and the regular discipline of the school to furnish the civic ideals, knowledge, and training needed by the youths who attend.

As a final word one may perhaps venture to express the thought that possibly the greatest value of this study is, after all, not so much the facts that have been compiled, or the general deductions that have been made, but, on the contrary, the suggestiveness to school authorities as to what is possible in the way of giving more effective training in citizenship. Surely, it is demonstrable that mere knowledge about citizenship is not sufficient to insure proper reactions to the real conditions of social life. To knowledge must be added interest, and to interest practice in well-doing.

STATISTICAL SUMMARY OF RETURNS ON THE QUESTIONNAIRE ON  
TRAINING FOR CITIZENSHIP

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Number schools reporting.....	1,180	IV. Prescribed class readings	
Number developing citizenship through .		1. Schools having.....	869
A. Arousing sentiments by means of		2. Schools not having....	175
I. Assembly talks.....	1,164	V. Dramatics	
1. Frequency of meetings		1. Schools having.....	398
a) Daily.....	33	2. Schools not having....	614
b) Weekly.....	520	VI. Pageantry	
c) 2 or 3 times weekly	155	1. Schools having.....	352
d) 1, 2, or 3 times		2. Schools not having....	674
monthly.....	230	VII. Moving pictures	
e) Occasionally and		1. Schools having.....	290
irregularly.....	197	2. Schools not having....	710
2. Speakers		VIII. Stereopticons	
a) Superintendent		1. Schools having.....	438
and principal.....	408	2. Schools not having....	541
b) Teachers.....	363	IX. Literature taught inspirationally	
c) Students.....	71	1. Schools claiming to do so	1,030
d) Local citizens and		2. Schools failing to do so..	38
notables.....	1,053	3 Schools doing so by means	
II. Music of stirring type.....	1,142	of	
1. Frequency		a) Selected readings..	599
a) Daily or at occa-		b) Memorization work	75
sional assemblies...	131	c) Dramatic appeal..	179
b) 1, 2, or 3 times		d) Interpretative pow-	
weekly.....	654	er of teachers....	586
c) Occasionally.....	239	e) Class discussions	
III. Oral readings before classes		and debates.....	213
1. Schools having.....	768	X. Visits to places and institutions	
2. Schools not having....	210	1. Schools doing so.....	495

2. Schools not doing so.....	538	8. Civics below the high school	
3. Number visiting.....		a) Schools having....	871
a) Civic councils and offices.....	166	b) Schools not having.	112
b) State institutions..	73	9. Texts used below high school	
c) Courts and penal institutions.....	185	a) Dunn's <i>Community Civics</i> .....	85
d) Charitable institutions.....	100	b) Turkington's <i>My Country</i> .....	74
e) Social settlements.	77	c) Forman's <i>Essentials in Civil Government</i> .	32
f) Religious and educational institutions	33	d) Hughes' <i>Community Civics</i> .....	117
g) Local voluntary organizations.....	54	e) Guittreau's <i>Preparing for Citizenship</i> ..	63
h) Factories, mines, farms, etc.....	211	f) Nida's <i>City, State, and Nation</i> .....	21
B. Giving citizenship information through		g) Others.....	111
I. A course in civics		II. A course in elementary sociology	
1. Schools having.....	1,148	1. Schools having .....	298
2. In course separated from history.....	989	2. Schools not having.....	770
3. In course with history ...	144	3. Course separate from civics.....	230
4. In grades		4. Course separate from history.....	238
a) Ninth.....	160	5. Texts used	
b) Tenth.....	76	a) Tufts' <i>The Real Business of Living</i> ..	37
c) Eleventh.....	339	b) Towne's <i>Social Problems</i> .....	103
d) Twelfth.....	886	c) Ellwood's <i>Sociology and Modern Social Problems</i> .....	22
5. Length of courses		d) Burch and Patterson's <i>American Social Problems</i> .....	15
a) Less than half year	43	6. Grades offered	
b) Half year.....	890	a) Ninth.....	17
c) One year.....	185	b) Tenth.....	22
6. Texts used in high school		c) Eleventh.....	119
a) Ashley's <i>The New Civics and American Government</i> .....	153	d) Twelfth.....	186
b) Hughes' <i>Community Civics</i> .....	116	7. Five recitations weekly.	218
c) Magruder's <i>American Government</i> ....	144	III. A course in elementary economics	
d) Guittreau's <i>Government and Politics in the United States</i> .	208	1. Schools having.....	696
e) Boynton's <i>School Civics</i> .....	33	2. Schools not having.....	406
f) Woodburn and Moran's <i>Citizen and the Republic</i> .....	55	3. Separate from history...	662
g) Garner's <i>Government in the United States</i> .....	73	4. Separate from civics....	609
h) Dunn's <i>The Community and the Citizen</i> .....	28	5. Separate from sociology .	511
i) Forman's <i>Advanced Civics</i> .....	72	6. Texts used	
j) James and Sanford's <i>Government in State and Nation</i> ....	137	a) Thompson's <i>Elementary Economics</i> . 64	
7. Recitations five times weekly.....	1,072	b) Ely and Wicker's <i>Principles of Elementary Economics</i> . 199	
		c) Bullock's <i>Elements of Economics</i> ..... 127	

d) Burch and Near-		IX.	Knowledge of the problems
ing's <i>Elements of</i>			of capital and labor gained
<i>Economics</i> .....	70		through
e) Laughlin's <i>Elements</i>		1. Assembly talks.....	161
of Political Econ-		2. Debates and discussions.....	330
omy.....	43	3. Regular class work.....	526
7. Grades offered		4. Readings and current	
a) Ninth.....	11	events reports.....	176
b) Tenth.....	41	X. Training to use leisure time	
c) Eleventh.....	322	wholesomely by means of..	159
d) Twelfth.....	497	1. School athletics.....	159
8. Five recitations weekly..	622	2. Lectures and talks.....	301
IV. A course in current events		3. Suggested readings.....	188
1. Schools having.....	1,008	4. Supervision of student	
2. Schools not having.....	121	fairs.....	173
3. As separate course.....	167	5. Student clubs and socie-	
4. As course connected with		ties.....	194
a) History, civics, so-		XI. Reading the following books:	
ciology, economics.....	911	1. Hale's <i>The Man Without</i>	
b) English.....	518	<i>a Country</i> .....	125
5. Time allotment per week		2. Theodore Roosevelt (Life	
a) Under 40 minutes.....	150	and works) (Various	
b) From 40 to 50 min-		authors).....	55
utes.....	592	3. Riis's <i>Making an Ameri-</i>	
c) Over 50 minutes...	121	<i>can</i> .....	106
6. Sources of information		4. Gauss's <i>Democracy To-</i>	
a) <i>Current Events</i> ....	146	<i>day</i> .....	98
b) <i>Literary Digest</i> ....	376	5. Antin's <i>The Promised</i>	
c) <i>Outlook</i> .....	104	<i>Land</i> .....	73
d) <i>Independent</i> .....	154	6. Washington's <i>Up from</i>	
e) <i>Review of Reviews</i> ..	49	<i>Slavery</i> .....	38
f) <i>World's Work</i> .....	27	7. Riis's <i>How the Other Half</i>	
g) Newspapers (un-		<i>Lives</i> .....	33
specified).....	428	8. Tufts' <i>The Real Business</i>	
h) Magazines (un-		<i>of Living</i> .....	35
specified).....	531	9. <i>Biographies of Great Men</i>	
7. Prescribed for		(Various authors)....	97
a) Pupils in history		10. <i>American Statesmen Ser-</i>	
and civics courses	278	<i>ies</i> (Various authors)....	65
b) Pupils in English		11. Watkins and Williams'	
courses.....	136	<i>Forum of Democracy</i> ..	38
c) Designated groups		12. Franklin's <i>Autobiography</i>	22
of pupils.....	618	13. Turkington's <i>My Coun-</i>	
V. A course in morals, manners,		<i>try</i> .....	31
and life problems.....	112	14. Beard's <i>American Ideals</i>	
VI. A course in occupations (or		15. <i>World War Aims and</i>	
similar course).....	194	<i>Ideals</i> (Various au-	
VII. History taught by stressing		thors).....	50
1. The worth of being free..	1,057	XII. Reading the following maga-	
2. American ideals.....	639	zines:	
3. Development of free in-		1. <i>Literary Digest</i> .....	841
stitutions.....	446	2. <i>Independent</i> .....	542
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**THIRD SESSION**

On Tuesday, at 9:30 A.M., February 24, with Principal E. J. Eaton of West High School, Des Moines, Iowa, in the chair, the third session was convened in the main auditorium of Old Stone Church.

DR. A. B. MEREDITH, ASSISTANT COMMISSIONER OF EDUCATION OF NEW JERSEY delivered the following address without manuscript.

**WHY PRINCIPALS SUCCEED AND WHY THEY FAIL**

A. B. MEREDITH, PH.D., L.H.D.

ASSISTANT COMMISSIONER OF EDUCATION, NEW JERSEY

In what I have to say I shall have particularly in mind the small high school, with fewer than seven teachers, since it is in the smaller schools that the success or failure of the principal is more marked, and the consequences of his practices and of his ideals more immediately felt. The responsibilities of the principalship, however, are no less in one type of school than in another. They differ rather in degree than in kind.

In every high school a progressive principal is the dynamic, vital, and propelling force of the organization. He sets its standards and establishes its ideals. He thinks of his school as something more than a mere aggregate of classes. The school in his mind is an organization with a life of its own, with a consciousness of its significance in the field of education, and moreover, it is coming to have a more sensitive conscience with respect to its obligations to growing youth. The position of the principal is strategic. He is officially responsible for the activities of the school and also for its spirit and its morale. He is responsible, in a large measure, for the health of his fellow workers, pupils and teachers, for the quality of the teaching and for the educational growth of those associated with him. The failure or success of the school in the eyes of the public is largely a matter of the principal's own making. The importance of the high-school principalship is more fully realized to-day than ever before, if for no other reason than that there are more pupils in the high schools than formerly, and because the public has a keener sense of the social and civic value of the high school. All these factors suggest possible points of failure as well as emphasize opportunities for service.

The discriminating superintendent will delegate to the competent principal much power and responsibility. He will give him opportunities to exercise initiative and to display his own individuality. This freedom, at the same time, involves on the part of the principal a corresponding loyalty to the larger aims of the school system as a whole, and also to its official head. The day is past, however, when this loyalty means simply willingness and faithfulness in carrying out the instructions of the superintendent.

Why then do some principals fail?

I. One outstanding reason for failure is the lack of specific professional training for the position. Too frequently good teachers have been advanced from the class room to administrative responsibilities because the board of education has desired to recognize their worth by giving them better salaries. As a teacher, the principal may have been eminently successful; but as an administrator he may be a failure. Unless a principal thus advanced has made a special preparation for this work of administration, he usually lacks a broad and comprehensive philosophy of education. He has little or no professional background in sociology, economics, or related subjects. He has failed to get the specific training for the position of leader, however great his success may have been as an instructor. He lacks perspective and vision. He is likely to think of the high school as a separate institution, and not as an integral part of a common school course of twelve years.

Further, an untrained principal does not recognize the various types of pupils which make up the high-school enrollment, in relation to their varying ages, probable destinies, and the length of time they will remain in school; nor does he consider the relations which should exist between the high school and the elementary grades. The secondary school stands for more than he thought. Without a broad training for leadership the principal is apt to shape the school curricula in the light of college entrance requirements. He will think of the school as a place in which to administer courses, because he does not appreciate the fact that educational processes and materials are not static, since society is not static. He fails to realize that the high school is interested primarily in persons in their relations to knowledge, to aptitudes, to capacities, to training in skill, and to matters of individual and social development and growth. He does not see what these elements of personal worth have to do with the real needs of the hour. In short, a principal without training for the work

rarely comes to know what is really meant by a high school. No simple or single expression describing the high school can be easily made. Its purposes are related to knowledge, aspiration, purposeful habits, workable ideals, and to various forms of skill.

Failing to grasp the real significance of the high school, the principal is unable to get the idea over to the teachers associated with him, to the pupils, or to the public. In the degree to which this is not done, the principal has failed. On the other hand he succeeds, if he has a working knowledge of the opportunities and responsibilities of the high school as a part of the school system, and also has the skill through knowledge, insight, and ability to bring those associated with him to the same view. In other words, he succeeds if he has vision and the qualities of leadership.

II. A second reason for a principal's failure is to be found in his lack of a keen sense of relative values regarding his duties, and the time at his disposal as an administrator, an inspector or appraiser, and as a supervisor.

Too much of a principal's time is spent in merely keeping the machinery going. In the business administration of the schools there is too little responsibility delegated to the teachers, to the pupils, and to the clerks who have in charge the routine matters of the school. In matters of everyday occurrence a good motto for the principal is: "Do nothing in administration that you can get others to do." Principals spend vastly more time than is necessary in the office on clerical details.

No one piece of school administration is more vital in the matter of the efficient use of the time and energy of pupils and teachers than the weekly schedule of recitations, and yet how much time is wasted in preparing the scheme of class work, through failure to apply definite principles of organization and economy. The typical schedule of recitations is a mosaic, organized more for the benefit of those who are irregular through failure than for those who advance regularly. Good business management reduces the time ordinarily taken to make a schedule, and also conserves the broader interests of the school. The principles of the "Block plan" as worked out in the Boston schools illustrate the desirable type of schedule I have in mind.

Another source of failure as an administrator is the failure to keep adequate school records. When a pupil accomplishes a unit of work, he has a right to expect that proper and intelligible record has been

kept, which is capable of interpretation by any one who has access to it later. The matter of complete records of high school work is of growing importance in connection with the legal demands for high school education as a prerequisite to entering teaching or any of the other professions.

Scrupulous care in the matter of keeping definite office hours for the public and for the teachers adds to the confidence which should be one of the assets of a school administrator in his business relations. When office hours are advertised, the public has a right to expect that the principal will keep them, and it is characteristic of poor public business if the principal is not to be found by the public or by the teachers at the advertised time.

Many principals fail because they take all criticism of the administration as personal. The principal should be a good listener. Frequently a complainant is wholly satisfied if he has had a chance to tell his story all the way through, even if positive action by the principal does not follow. There is all the more reason for courtesy and patience if the answer has to be in the negative. Firmness and courtesy should characterize the principal's attitude in all contacts with the public and the school. He should be willing to take any criticism which makes for the common good; otherwise to this extent he fails.

As an inspector or appraiser of school results, the successful principal is familiar with the use of standard tests and measures, so far as they have been developed for high school subjects. These tests he uses to supplement his own observations of class room activities. He regards each subject in its relation to the other units of the curriculum. He does curriculum thinking and does not regard each subject as a detached unit of school work. Failure as an inspector often comes as the result of not making clear to each teacher the bases upon which his work is being estimated. The standards used by the principal are not always understood by the teacher, and I sometimes think that this condition is more frequently found in the high school than in the elementary grades.

The business of the principal, as an inspector, is to protect pupils, teachers, and the public from incompetency. Failure to produce attainable results on the part of the teacher is a condition which demands prompt and fair treatment at the hands of a principal. He must know good school work when he sees it. All the school machin-

ery and organization are but means to an end; viz., that the best possible conditions may be created for the act of teaching.

The chief business of the principal, however, is to supervise instruction. This activity is the largest field of service, and yet it is in this relation that a majority of principals come short of their highest usefulness. Among the causes which operate may be mentioned lack of a technique of supervision, the great diversity of work offered in a modern high school, failure to recognize the various types of learning which are most prominent in the different subjects, and the fact that teachers are largely specialists, while the principal is a general practitioner in the field of education. Another manifest cause of failure is the lack of a working knowledge of the psychology of adolescence. A still further reason for failure is found in not knowing the factors of progression within a given subject, whereby the different stages of advancement may be clearly indicated. Too frequently there exists in the supervisor's mind no clean cut distinction between the various levels of difficulty a sequential subject, e.g., History or English, presents.

Unless a principal teaches a class regularly, and is responsible for its progress, he is likely to be out of intimate touch with real teaching problems. To teach a class means to have a sympathy with and an understanding of the difficulties met by both pupils and teachers. At the same time, by teaching a principal would be kept a student. Teaching offers also an excellent opportunity to enforce precept by example through having teachers visit the principal's class for help.

The successful supervisor uses his best teachers to assist those who are but apprentices or who may be failing. Not to utilize this valuable asset in any school means failure to achieve the highest success. Failure in supervision is due in part to not having a definite plan. Supervision should be definite and sympathetic, not merely incidental or accidental. While the approach to the teacher may appear incidental, it should be a part of a well matured and constructive plan of the principal.

Many principals fail because their criticisms of their teachers are too vague and indefinite. Teachers may never have clearly understood what is expected of them, and when criticized the suggestions are not always given with a full knowledge of all the conditions under which they work. Fairness and definiteness in criticism, together with discriminating praise, make for the highest success in

the class room, and for the success of the principal as a leader and inspirer of teachers. It is the spirit of helpfulness that counts in supervision. Principals as supervisors are successful, when they can anticipate a teacher's difficulties and needs. Teachers should not have to take the initiative in all cases when help is needed.

III. A third outstanding reason for non-success is the principal's failure to utilize for citizenship ends and for their incidental values, the extra curricula activities of the school. Good citizenship does not consist merely in having a knowledge of our civic ideals or of the institutions which represent these ideals; but rather in possessing habits of action which involve such qualities as respect for others, a sense of personal responsibility for the common weal, a spirit of the square deal. All these qualities find their expression in the athletic, debating, and social activities of the school. The successful principal knows this and encourages these interests and directs them into helpful channels.

Again, the principal fails when he does not become an active participant in the social and civic life of his community. The principal is the attorney for the high school before the public. He represents a part of the institution which, next to the church, is of most immediate interest to the public. His participation in civic affairs is to the end that he may be of greatest service to the children of the community. Moreover, the principal needs the corrective which may be supplied by his intimate contact with the public. His own philosophy of life and his professional practices are greatly aided by this relationship. The danger arising from constant contact with younger minds is averted by closer relations with adults. Teachers and principals often fail at this point.

IV. Finally, a principal fails by not exercising the human qualities of tact, sympathy, friendliness, and respect for others. Some one has said that the world consists mostly of other people. I recently asked twelve adults chosen at random what qualities they admired most in the principals or teachers they knew best, and what were the reasons, as they saw it, for the success of their principals and teachers. All who were questioned said they recognized scholarship and executive skill, but that they admired and responded to tact, and understanding of youth, consideration, and big-hearted personality. One hundred teachers, when similarly questioned, said they admired most in a principal, "Friendly sympathy and kindly encouragement." Further, these teachers admired courage and a willingness to face administra-

tive problems as they arose, also the principal's ability to make decisions, to act, and to take the consequences of his decisions. These are the marks of success in leadership in any undertaking. Are they not especially needed in high school principalships? Of course, every principal should be possessed of a saving sense of humor. This will illuminate many dark and perplexing situations.

To be a success as a principal means:

1. Vision and leadership due to natural ability and specific training.
2. A sense of the significance of his position and a working knowledge of the relative importance of his duties.
3. A utilization of the life of the school and all its interests for citizenship ends.
4. The exercise of judgment, fairness, and sympathy in his contact with persons.

In conclusion, the successful principal must be intensely *human*, for without this quality he cannot but fail.

PROFESSOR C. O. RUGGLES, OF OHIO STATE UNIVERSITY, read the following paper on Social Sciences in schools above the grammar grades.

#### SOCIAL AND BUSINESS STUDIES IN SECONDARY SCHOOLS, COLLEGES, AND UNIVERSITIES

PROFESSOR C. O. RUGGLES, OHIO STATE UNIVERSITY

It is clear that as a result of the World War, the United States is to have closer political, industrial, and commercial relations with all the principal countries of the world than it has had in the past. The degree to which we will be able to maintain ourselves in this world struggle will depend upon the training of our men. It is also clear that the war has taught us the need of more and better education. The war itself was an intensive course of training from beginning to end, and young men who had given little or no attention to education came out of the war with a determination to secure whatever education they could. Both Federal and State governments showed an awakened interest in education by assistance pecuniary and otherwise to service men which has enabled many of them to make plans for their education extending over several years. The increased interest in education on the part both of those to be educated and of the governments which are to bear the expense makes

the present an opportune time to examine our educational system to see wherein it may be improved.

The field which has been prescribed for this brief paper is that of social and business studies in secondary schools, colleges and universities. Three phases of the subject will be considered. First the content of the curricula of the public and private secondary schools; second, the curricula of our colleges and schools of business; and third, the proper co-ordination of secondary and higher education. Clearly only the most general treatment can be given to these phases of the subject in this paper.

Any plan of reorganization of the lower grades of secondary education is much to be desired which will give more and better training to many who now leave the secondary school system as soon as they can be legally employed. Moreover, reorganization of the secondary schools in the upper grades is much needed in order to encourage many to remain in school longer who now drop out much too early. The facts concerning the dropping out in the early years are brought out strikingly in the information made available for the 30,500 selective service men in the City of Minneapolis. There was a remarkable falling off in the sixth, seventh, and eighth grades. For the city as a whole, 67 per cent had dropped out by the time they had reached the eighth grade. For one ward the figure was eighty-eight per cent.

If we assume that children begin their education at the age of six, they would be ready for the junior high school at the age of twelve. In most states, they could not legally be employed at that age, and they would therefore be started into the junior high school course. If they found this course suited to their needs, many would doubtless remain beyond the age at which they could be legally employed. That present curricula are not suited to their needs is evidenced by the fact that probably seventy-five per cent of all children over fourteen years of age are not now in school (U. S. Bureau of Education, Bulletin on Vocational Education, No. 25, 1919). The report of the Committee of the National Education Association on Reorganization of Secondary Schools gives four reasons so large a number leave the public schools earlier than they should. These are first, limited range of instruction; second, failure to show pupils and parents the value of the work; third, the lure of employment; and fourth, economic pressure, real or fancied. In some cases it now happens that there is a "twilight zone" between the age at which children may leave school under the compulsory laws and the age at which they may be legally employed. It was the opinion of

this committee that in most communities pupils leave because of dissatisfaction with the curriculum rather than from economic necessity and the committee stated that this condition of affairs could be helped by the organization of junior high schools including the grades from seven to nine inclusive.

Such a program is in line with what is expected now of the average child. Without doubt we now assume that children will receive three or four years more of public education than was considered necessary two generations ago. The recent extension of the high school to include junior college subjects is fundamentally sound and this movement is destined to have a very wide and ready acceptance. More will be said about this development in connection with the discussion of the curricula of colleges and universities. But it is not only a vertical extension of the curriculum which is demanded by modern conditions, it is imperative that it be extended laterally as well. The secondary schools ought to offer the opportunity both for orientation and intensification. The secondary student should study something long enough to attain a standard of scholarship. He should also have the opportunity to become acquainted with the broad divisions of knowledge to enable him to determine his ability and his probable course for life, and have an opportunity to secure some training which will be of value to him.

As Dean Marshall of the University of Chicago recently pointed out before the National Association of Collegiate Schools of Business, most of our organizers of business are self-appointed. We can expect much of the education of our future business men to be given in the elementary and secondary schools. In other words the future course of study of the secondary schools must be, for many, completion schools. The Committee of the National Education Association on Reorganization of Secondary Schools has reported (Bulletin U. S. Bureau of Education, No. 25, 1919) in favor of a plan which will introduce into the earlier years of the secondary schools those subjects which are of immediate importance. They indicate that in the field of Civics for example, that under such a plan constitutional questions would be deferred in order to give attention to those phases of civics which are of vital concern to those who leave school early. By subordination of deferred values this committee believes it is possible to make each year of the secondary curricula a unit.

Modern day business conditions are so complex that any education for business would be wholly inadequate which did not give

much attention to the social sciences. In a discussion of the "Changes Needed in American Secondary Education" before the Second Pan-American Scientific Congress in 1915, President Eliot pointed out that the secondary schools had been expected to teach thoroughly English, Latin, American History, and Mathematics "with a dash of civics and cease to encumber their programs with bits of the new sciences, and the new sociology." "This doctrine," he maintained, "is dangerously conservative." A committee of the National Education Association reporting in 1911, stated that "courses in economics should be encouraged," that "ignorance of economic principles is appalling," that "every high school student should be given a practical knowledge of affairs in his own community, political, industrial, and philanthropic; of the basic principles of state and national politics, and of the movements for social reform and international peace." President Vincent has urged that just as nature study in the grades later develops into the "ologies" in college, so should the social sciences be constantly drawn upon in elementary work to be followed by a substantial course in high school. Professor J. B. Clark maintains that much economic theory, which has been considered difficult, can be successfully taught to children ten years of age.

The early conception of what should be given in business or commercial courses in the secondary schools is seen by the name "Business College Teacher's and Penman's Association" organized in New York City in 1878. Not until 1894 did this Association co-operate with the National Education Association as the "department of business education." Without attempting to outline possible curricula in business it ought to be generally recognized now that there is a need for education for business in fields other than that of clerical work. Moreover even the type of clerical training which is now recognized has been vitally affected by modern industrial and commercial organization. The Cleveland survey showed that in only one position in one thousand was the function of stenographer and bookkeeper combined in the big businesses of that city (Bulletin U. S. Bureau of Education, 18, 1919). The combination of Bookkeeping and Business Organization, for example, would appear now to be more logical than the historical coupling of bookkeeping and stenography, a combination at one time demanded by the prevalent size of the business unit.

But at least from the standpoint of business education, it is not sound educational policy to assume that full-time attendance up to a certain age is sufficient. We ought to make provision for part-time attendance on the part of those who have completed the minimum full-time period. This will mean a definite co-operative arrangement between the educational system and our industrial and commercial affairs. Business men will in time see the ultimate advantage to them of an adjustment of their plans so as to employ young persons in shifts, thus permitting them to engage in the actual work in which they are interested on a part-time basis and to receive theoretical instruction in school the remainder of their time. Such an arrangement would also enable us to determine in a scientific manner what should be the content of our business courses.

Fortunately already some recognition has been given to the principle of part-time schooling. There were reported in 1918, 144 continuation schools in twenty-nine states, and the District of Columbia (Bulletin U. S. Bureau of Education, No. 25, Vocational Education 1919). Provision should be made for a wide and serviceable basis for these continuation schools, and by an extension of the age up to which compulsory part-time schooling should be required, we would be able to prevent much of the frightful loss of blood which now results from young persons attempting to find their places in life without guidance and assistance. Indeed part-time schooling ought to be made possible for those, say over eighteen years of age, who might desire to take advantage of it. Such a plan would doubtless make it probable that the great majority of self-appointed business organizers would be somewhat more efficient, and the social dividends would be out of all proportion to the cost of the additional instruction. President Eliot has said that the more he has seen of education the more he believes that the education which is most valuable at every stage is gained not by listening and reading, but by observing, comparing, and doing. We ought to get rid of the idea in the United States that as soon as a child has finished his full-time attendance at school, his formal education is complete. The position we have heretofore taken on this important question accounts for the numerous irregular, and miscellaneous, privately supported organizations and institutions that have sprung up to attempt to supply a real need.

The college curriculum has been very much influenced by tradition. This fact combined with the lack of sufficient contact with the

modern world has meant a very conservative attitude on the part of our institutions of higher learning. When only a portion of the people were educated, for example, the leisure classes, it was natural that the course of study should have placed emphasis on the classics. Latin and Greek were for the ministers a vocational course in the same sense that banking and foreign trade are to students interested in those problems at the present time. There is some virtue in the conservatism of our colleges, for vital changes in the course of study ought not to be made until it is clear that such changes are desirable. Unfortunately, however, the changes are often much overdue for the reason that the men who are in the "educational saddle" have been trained to value those features of education, which, because of the world's forward movement are now somewhat less valuable, if not positively out of date. Many of the older men in educational work consider it a tragedy to eliminate or curtail those studies which they were taught to consider the most important elements in any curriculum. But the records of our young men, which were made available through the draft law, showed conclusively the need of more and better technical training and a more up-to-date curriculum along all lines in our public education. President Hadley has recently pointed out that the number of our soldiers with a knowledge of logarithms was not sufficient to meet the needs of the artillery regiments; that the number with a knowledge even of modern languages was far too small to meet the demands of army intelligence. This latter fact ought to help us to appreciate that a radical change is needed in our methods of teaching languages. We ought to study ancient and mediaeval civilization, but not to the exclusion of the world in which we are now living. Dr. Nicholas Murray Butler has said that the first question to be asked concerning any course of study is "Does it lead to knowledge of our contemporary civilization?" He maintains that if it does not "it is neither efficient nor liberal." President Eliot has maintained that the men who have done most for the human race since the beginning of the nineteenth century, "through the right use of their reason, imagination, and will, have been the men of science, the artists and the skilled craftsmen, not the metaphysicians, the orators, the historians, and the rulers."

The war has made it increasingly clear that there is a need for more coöperation between the educational institutions and business interests in forming courses of study. In fact this is the scientific way to construct a course of study for business education. The Committee on

Education of the National Association of Credit Men, in a recent meeting, at Chicago, brought in a report outlining a plan which was approved by the Association, providing for the establishment of an Education Department to be called The National Institute of Credit. It is the hope of this Association that it can interest Colleges and Universities in giving more attention to courses in business than they have heretofore given. In the bulletin of the National Association of Corporation Schools for October 15, 1919, the statement is made that plans are under way for the establishment by that Association of an "Industrial and Commercial University." The two functions of this Institution so far announced are first, "to make investigations" and second, "to conduct courses to train efficient executive in all departments of the field personnel relations of industrial and commercial life." These recent activities on the part of important business organizations ought to be taken seriously as an indication that the curriculum of collegiate schools of business is in need of re-organization and of adaptation to the needs which it may be fairly expected to meet. But it is not enough for the secondary schools and colleges to give technical training in the field of business. Our educational system ought to embrace the opportunity which it has to raise the standards of business ethics. If our schools do their duty in this regard, within a generation or two, the men who would find themselves in business would have been accustomed to a very different "business zone," and the results would be registered in the improved standards of business conduct.

The colleges and universities can co-operate with the secondary schools in a very effective way, if they will give more attention to the training of teachers for secondary schools of business. Without efficient teachers in this field, the proper type of courses cannot be given by the secondary schools. At the present time, there would not appear to be much inducement for colleges and universities to prepare their graduates for teaching positions. Recent facts, collected by the National Education Association, show that there were over 10,000 graduates from schools that trained teachers in the year 1920. If teachers, without special training in business and commercial lines, can command good salaries in other lines, it is to be expected that graduates from collegiate schools of business will be at a premium. Young persons trained in these lines will, therefore, occupy a strategic position. They can teach or enter the business world. There would appear therefore to be no reason why the colleges

should not give more attention to this important business. Moreover the social gain will be worth the cost in any case, and if prepared teachers are available, they can be secured if teachers' salaries advance as they should. President Hadley believes that the low pay of the teacher is more the fault of the school boards and boards of trustees than it is due to lack of appreciation by the public of the teacher's services.

Finally, the proper co-ordination of secondary schools with collegiate schools of business demands that the colleges and universities take a broad view of business education in the secondary schools and of the recent extension of the secondary schools to include the freshman and sophomore years of college work. The secondary curriculum of business education should be formed primarily with the large number in mind who will never go to college. This will mean a liberal choice of curricula, in turn, will demand that colleges and universities broaden the scope of units which will be accepted for entrance or for which they will give advanced credit. The college has much enriched its own curriculum in its requirements for graduation and it would appear that it ought to expect the same thing to happen in the secondary schools and to recognize a variety of possible routes by which students may approach and graduate from college. Without doubt, this movement to extend secondary education upward two years is in the interest of general education. If two more years were added to secondary schools, more persons would avail themselves of additional education. Moreover, it would offer an opportunity to colleges and universities to do a much higher grade of work than is now possible with the presence of large first and second year classes. In content, and character, the work of freshmen and sophomores is much more closely related to secondary education than it is to college and university work. It was President Jordan, I believe, who said that a big university library is about as much an embarrassment to a freshman class as a big freshman class is to a library. This is certainly of vital interest to the universities and to the colleges that offer graduate work. We ought to face the fact squarely in this country that our universities cannot be universities in the true sense of the word until freshman and sophomore classes are greatly reduced, or what is better, where it is feasible, eliminated entirely. Already our higher educational institutions must bow to the American corporation in important fields of research. The corporation, however efficient in its investigations, is interested in those phases

which affect it most. It is the university which must be expected to seek the truth for its own sake. The field of business is much in need of thorogoing and scientific research.

A complete educational program from elementary and secondary education through the colleges and universities ought to accomplish at least two things. First, there should be every opportunity for the proper education of the masses, and second, adequate training of leaders. These in turn are dependent upon an efficient secondary school system and its proper co-ordination with higher educational institutions, in which there is the opportunity to do graduate work and research of the highest order.

Our public education ought to enable the great mass of young persons who now leave the school system somewhere between fourteen and sixteen years of age, to obtain a training which will make them citizens capable of self-support and self-respect; it ought to provide a knowledge of our own institutions and government and inculcate some appreciation of the duties and privileges of citizenship. We speak of culture in connection with our educational programs. But we must not overlook the fact that it cannot come from homes that haven't enough economic independence to be self-supporting.

If our educational system would provide training for the great mass of boys and girls who now leave school in their early teens many more of them would possess sufficient skill to enable them to carry their own weight in society. From the mere basis of dollars and cents then, it would pay to give training to our youths through our public school system. Economists have long seen that many of our social problems arise from the lack of proper distribution of human abilities. What is often looked upon as the struggle between labor and capital is after all a struggle between different groups of laborers. Not enough laborers belong to the so-called skilled groups. Although it is not usually appreciated, skill in the purely economic sense is nothing but scarcity. Scarcity in economics implies not that a thing is rare, but that there is a greater demand for it at a given price than there is available supply. As Professor Taussig has pointed out, if only a few men were born with strong bodies, their mere physical strength would command a high premium and those persons would be in an economic sense skilled; and likewise if the great majority of men were born with trained minds, they would, in an economic sense, constitute the unskilled group of society.

With the conditions which have been produced by the world war it is clear that the so-called unskilled workers even when not organized have been beneficiaries of the economic law here referred to. As a purely financial problem therefore we can afford to expend billions in the training of our boys and girls. From a social point of view we cannot afford to permit such economic maladjustments as have existed in the past because of the millions of mere children that have annually left our public schools to join the ranks of the already over-crowded untrained group.

Of the importance of education for citizenship we are at present well aware. Much of our recent trouble with the "Reds" had its inception in the policy followed by some of our industries that have employed foreigners in large numbers combined with the lack of an educational program on the part of our Government. Ten years ago it was not uncommon for certain large employers of labor to advertise for men with the qualification that none but foreigners need apply. This may have increased the margin of profits in certain lines of business at that time but in the long run when the cost of interruption through strikes and other labor troubles is figured in it is doubtful whether the plan has justified itself even from the narrow pecuniary point of view of the individual employer. From the standpoint of society it is suicidal to have groups of men among us who have in no sense been Americanized and who are not in sympathy with our Government and our institutions. These groups are entirely immune from American public opinion, and we in this country rely much on public opinion in our control of human conduct. Hence the difficulties we have experienced in eliminating the effects of "Red" propaganda in certain quarters. The combination of an intelligent people and competent leaders is necessary, not only to make the world safe for democracy, but to make democracy safe for the world. The degree to which panaceas for social ills will be embraced depends upon the level of general intelligence. The degree to which we can carry forward sound social reforms depends both upon the ability of our experts and leaders and the general intelligence of our people.

PRINCIPAL EDMUND D. LYON OF EAST HIGH SCHOOL, CINCINNATI, OHIO, spoke on the Length of the School Day and of the Recitation Period. He strongly advised that a committee be appointed to make a careful study of these subjects. It was moved and carried that a committee of five be appointed.

**FOURTH SESSION**

The Fourth Session opened with an organ recital by Principal J. W. Costo, East Moline, Illinois.

The Association then repaired to the Chapel of Old Stone Church and Mr. W. D. Reeve of University High School, University of Minnesota, gave his paper, illustrated by lantern slides.

**HOMOGENEOUS GROUPING OF HIGH SCHOOL  
STUDENTS BY MEANS OF PSYCHOLOGICAL  
TESTS**

**W. D. REEVE, UNIVERSITY HIGH SCHOOL, UNIVERSITY OF MINNESOTA**

One of the most interesting and most important problems connected with secondary school work today is the problem of individual differences in ability among high-school students. It has taken the educational world a long time to appreciate fully the fact that great differences among individuals exist and in many respects, at least, we are not yet fully aware of their significance. Two questions face us at the outset when we attempt to consider this problem; first, "What are the best methods of discovering these individual differences?" and, secondly, "What are the best methods of handling these individual differences, once they are discovered?"

It goes without saying that a great many teachers, sooner or later, discover very marked differences in ability among pupils of varying chronological ages in the same class, and also between pupils of the same chronological ages in the same class, but often these differences are not discovered for some time after the teacher is given charge of the class. This is especially true nowadays, particularly in schools whose classes are seriously overcrowded. In my opinion this constitutes one of the most serious and trying problems with which we have to deal and I, for one, believe that we must make a serious and determined effort to get at the problem at once or run the risk of enormous losses in our educational output in the next generation. The problem of making every child the right kind of citizen is largely a problem of education. Each child should be given the opportunity to exercise his ability in a way which will permit him to achieve his fullest development. This, I believe, cannot be done in the majority of classes in the schools of this country today. It is this failure to recognize and to handle individual differences of ability among high-school students, which gives rise to the

large and unwarranted number of failures in many of our high-school subjects.

For my own part, I am ready to say that it is consummate folly to attempt to teach the best ten per cent of a normal distribution of high school children (say, in the first year) with the poorest ten per cent of the same group, without doing an enormous injustice to both. I doubt whether it is possible even to teach them together at all, in the best sense of the word.

It has not been an uncommon experience of the writer to find a boy in a class in trigonometry who could solve five oblique triangle problems while another boy of the same age and in the same class could solve only one. Any teacher who questions this, can, if she will, find many similar examples by testing out a normal high school class where no selection based on ability has been made.

Two years ago, at the end of the year, the writer gave an examination in mathematics to a first year class. The examination was made to cover one hour and thirty minutes. At the end of thirty minutes, one boy in the class brought his paper up and asked if he might not try another examination like the one he had just finished. The boy was simply having a good time and wanted to continue. This was so unusual a happening that the writer was nonplussed for a minute, but after thinking about it, he gave the boy the final examination of the year previous, and this he finished before anyone else in the class was through with the first examination referred to. The rest of the story is that some pupils were not through the examination even at the end of one hour and a half. How can one expect such widely different abilities to be geared at the same rate?

The boy referred to above is a good example of what the brilliant child can do. The danger in our failing to realize the importance of giving him a chance to use his power wisely is brought out in a reference made to this boy in an article by Professor M. E. Haggerty in *The Seventeenth Year-Book of the National Society for the Study of Education*, p. 29. In describing this particular boy, he says, "Robert was twelve years old, beginning second semester of eighth grade. His teachers reported him indifferent, doing only ordinary work and inclined to be the center of schoolroom disorder and organized insurrection. Parents noted that, though previously much interested in school, the boy now disliked to attend; he disliked the teachers and wanted to drop out. Robert insisted that the studies were not interesting, that he knew all he wanted to know

about them already. Mental examination showed an intelligence quotient of 142, a mental age probably greater than that of some of his teachers, who bored him to death by treating him as an ordinary twelve-year-old. He was recommended to high school, entered three weeks late, led his class at the end of six weeks and at every subsequent interval when marks were given. More important, his whole attitude toward school was changed, because the advanced work was a real challenge to his mental ability."

The writer has had this boy in his mathematics classes since that time and can say that he has a very unusual mind. His marks, from the time he entered, up to the present year, are 14 A's, 8 B's and 2 D's. The D's were made in shopwork and drawing.

As far back as 1914-15 while the writer was teaching mathematics at the University High School in Chicago, he divided his first year people into two sections upon the basis of ability shown in their mathematics work. But this was after more or less difficulty in trying to teach them together. The results of the division made at that time convinced him that the plan was very desirable. However, if such divisions can be made at the very beginning of the year, much time and energy can be saved for the teacher and the students will be much better trained.

Our problem, then, has been to devise methods of classifying students according to differences in ability. What I shall give here will be a sort of historical survey of what has been done at the University of Minnesota High School at Minneapolis, since the autumn of 1917, in the way of classifying students, together with some of the outstanding results of such classification.

At the opening of the University High School in 1917, Dr. W. S. Miller, the principal, gave three psychological tests to all incoming Freshmen. These tests were given to all of the children at the same time, on Saturday before school opened on Monday. These tests were scored and the students grouped into two sections on the basis of the results.

The three tests given were Trabue Completion Test Scale L, Omnibus Test I B, and an Analogies test of 20 Analogies.

Since the three original tests were given, we have given several psychological and educational tests, the results of which will be shown later.

These groups were each required to take English, Mathematics and General Science, and they were permitted to elect as a fourth

subject anything that was offered at a time that would fit the remainder of their programs. Some elected languages, some shop, some history, some drawing but, in so far as possible, the children were held to the homogeneous grouping as obtained by the psychological tests.

In my own department, we proceeded at once on the theory that the classifications were all right and that we could demand more from the more brilliant group than from the other group. Our subsequent experience bore out our original assumption for the brighter group was able to do practically two months' more work than the slower group. This leads me to say that the most retarded students in our high school today are often, if not always, the most brilliant ones.

In the mathematics work, we have worked out achievement tests on each chapter of the text, the results of which enable us to discover how well our classifications have been made. If, for any reason, it is discovered that a student would probably do better in another section, there is nothing to prevent our transferring him, unless perhaps it be a conflict in program.

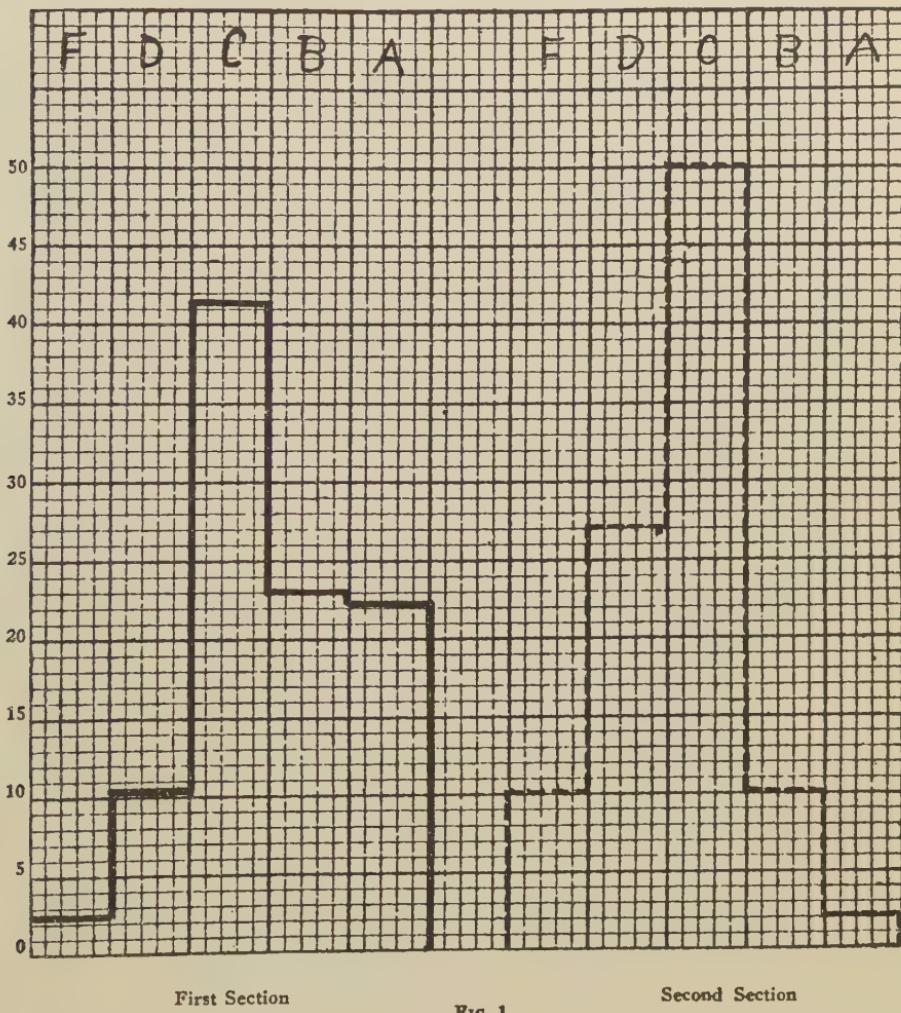
In order to see how well the results of the original psychological tests properly classified the entire group, let us consider some of the facts.

The school marks for two years have been given by the teachers in charge. The marks were given in letters A, B, C, D, and F, according to the relative marking system. These marks were based largely on objective educational tests which were the same for all pupils.

In a total of two years' marks (all that were available at the time this study was made) A was given to 12.3 per cent of the class, B to 17.2 per cent, C to 45.7 per cent, D to 18.6 per cent and F to 6.2 per cent.

The accompanying chart, Fig. 1, will show how the marks for two years were distributed between the two sections.

FREQUENCY POLYGON SHOWING DISTRIBUTION OF MARKS OF 45 HIGH SCHOOL JUNIORS (TWO YEARS' TOTALS)



First Section

FIG. 1

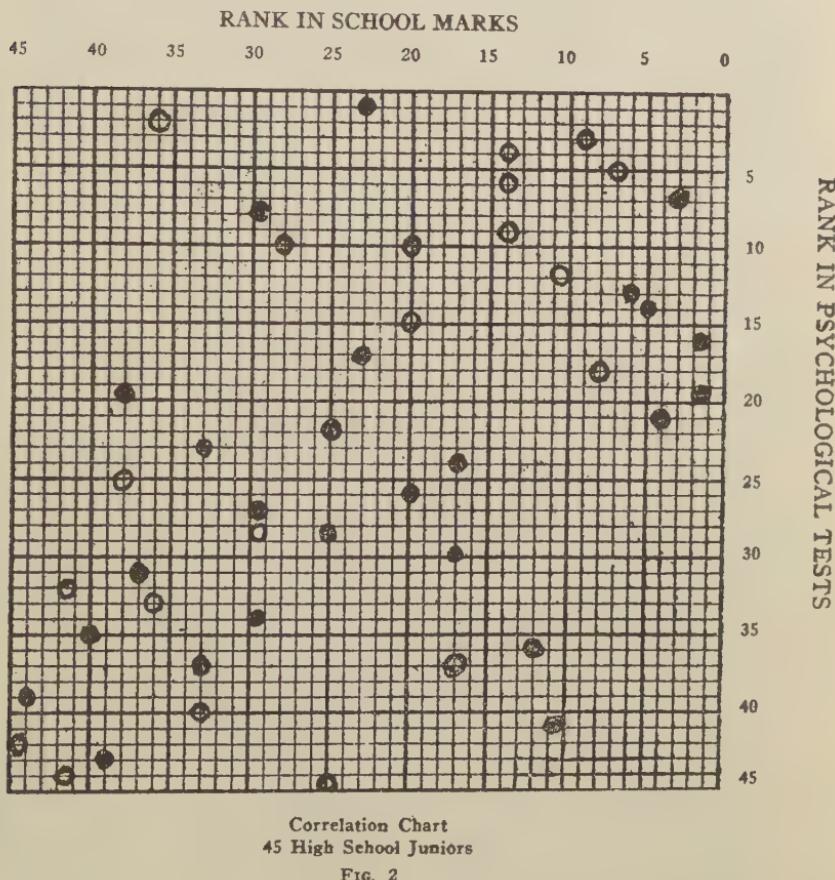
Second Section

The chart shows that of all the marks received by the brighter section (called First Section in the Chart) 22.6 per cent of the class received A, 23.1 per cent B, 41.4 per cent C, 10.4 per cent D, and 2.5 per cent F. In the slower section 2% of the class received A, 10.4% B, 50% C, 27.2% D and 10.4% F; the chart shows almost a distinct reversal of distributions of marks for the two sections. This may not be significant, but it is very suggestive.

One might say, after looking at the results of the chart above, that if the pupils had been properly divided, no one in the slower section could have received A or B in any subject. This would, of course, be overlooking the significance of industry in a student. It is interesting, however, to note that only seven A marks were received by the slower section, two of these were made by a pupil in history, the other five were made in art and shop. The fact that the slower section gets into the B group can be explained easily enough. On the other hand, one might say that if the tests picked the really capable students, none of them should fail or receive D. This also would be overlooking the tendency some brilliant people show to "quit." No test has been devised, as yet, which will predict how well a pupil will stick to his task. Such a test would be a valuable addition to our present stock. It is interesting also to know that all of the failures of the brighter group were contributed by two persons.

Now if we correlate these marks with the results on the original psychological tests, what do we find?

The correlation chart, Fig. 2, shows the correlation between school marks for two years and the three original psychological tests. The circles are boys, the black dots, girls. It is clear from the chart that although the boys do better on the original psychological tests, they fall behind the girls in performance.

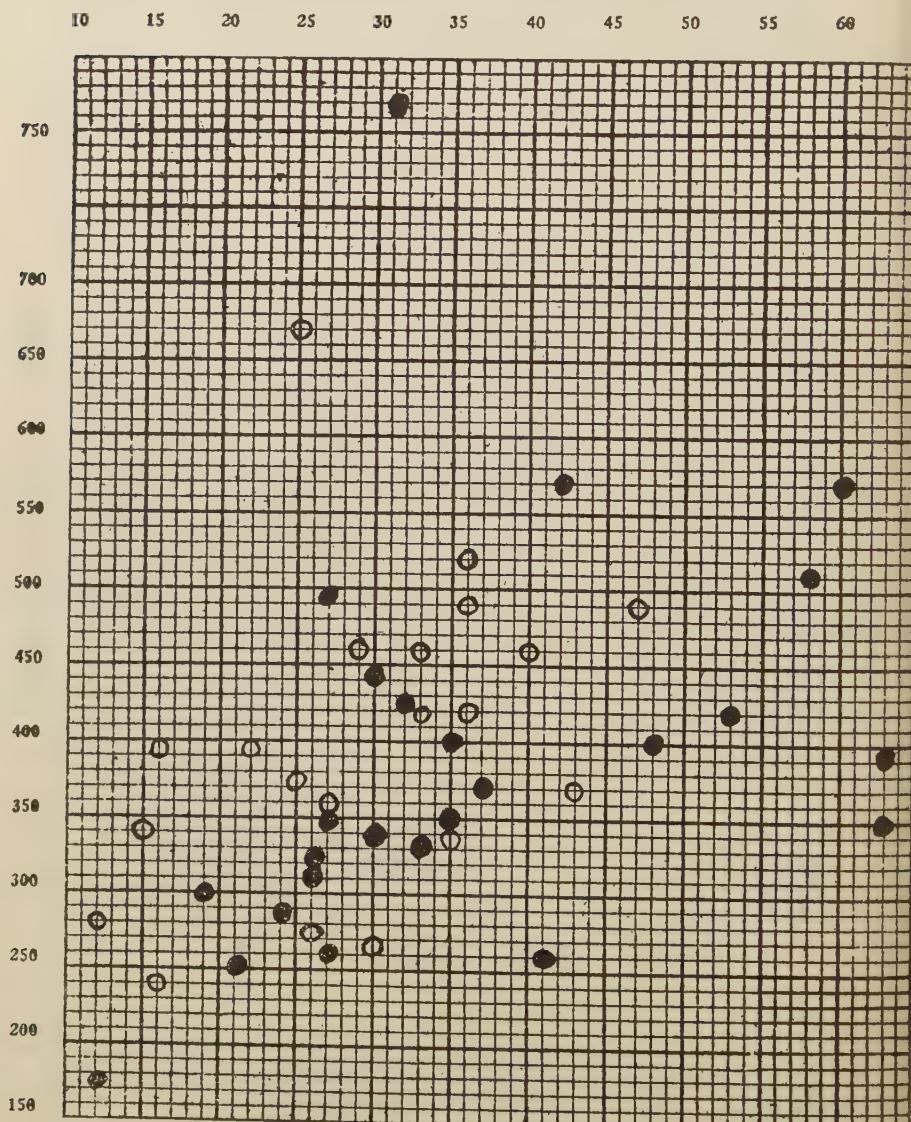


A careful study of this chart and those that follow will reveal many interesting things. And when one knows the personality behind each dot, the problem is doubly interesting.

The chart above shows clearly the two types of students (1) the student who, though he has acknowledged ability, idles away his time and sometimes clearly fails in his work and (2) the student who scored low in the psychological tests, but who is a plodder with

### SCHOOL MARKS FOR FIRST TWO YEARS HIGH SCHOOL

TOTAL SCORES IN PSYCHOLOGICAL TESTS



Distribution of Correlated Abilities in Psychological Tests and School Marks  
45 High School Juniors

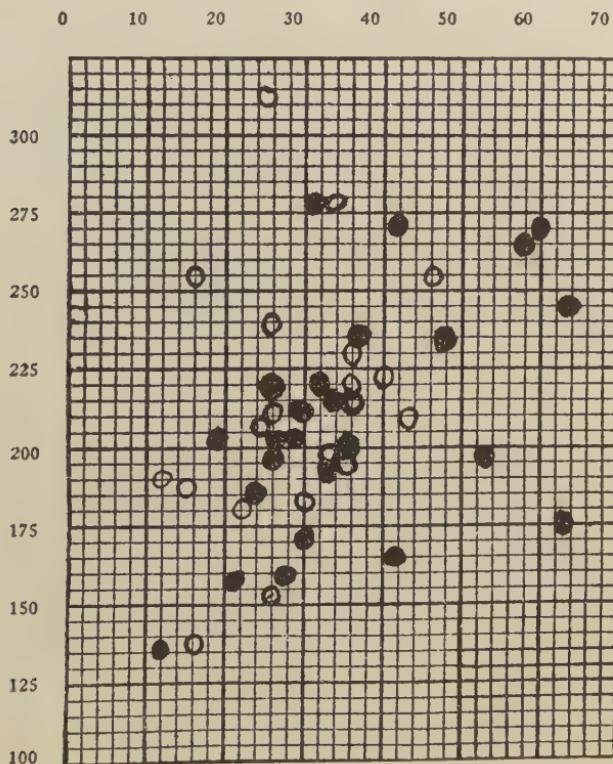
FIG. 3

a sense of responsibility and who also by unusual effort and industry manages to excel many whose natural endowments should enable them to rank much higher in actual performance.

The chart in Fig. 3 in some respects reveals better the real situation than the chart in Fig. 2 where the ranks are correlated, inasmuch as a difference in rank of 1 will separate the dots whereas in Fig. 3 some of the dots come together because either the totals in marks or the totals in scores on the tests are the same. In the charts that follow ranks are not used for correlation purposes; only the totals are shown.

### HIGH SCHOOL MARKS FOR TWO YEARS

TOTALS IN ARMY TEST



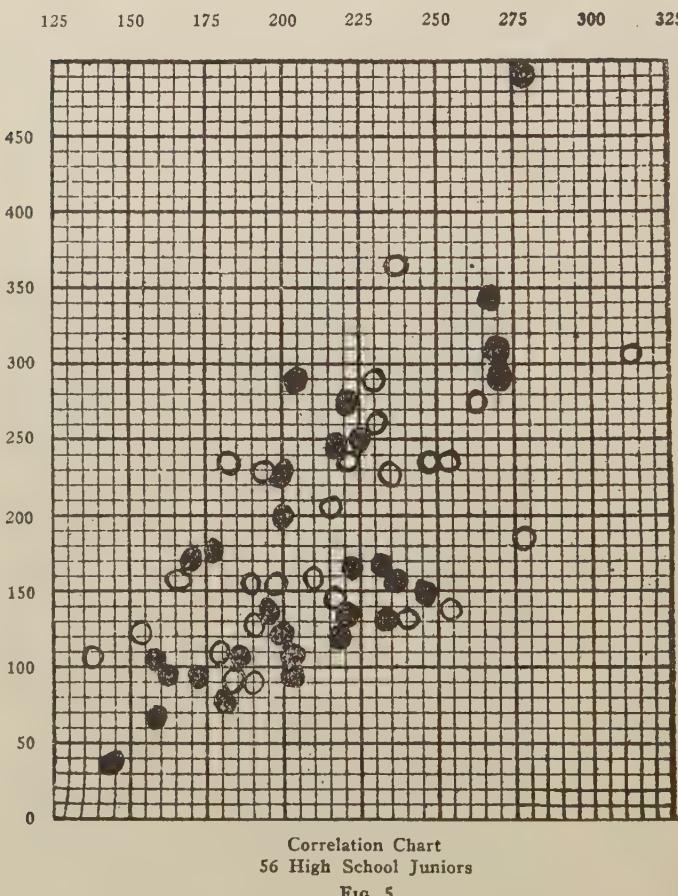
Correlation Chart  
45 High School Juniors

FIG. 4

Figs. 4 and 5 are given to show how the totals in high school marks correlate with the totals in the Army test and also to show how well the three original psychological tests correlated with the Army test.

#### TOTALS IN ARMY TEST

TOTALS IN THREE PSYCHOLOGICAL TESTS



## SCORES IN NINE MATHEMATICS TESTS

SCORES IN ARMY TESTS

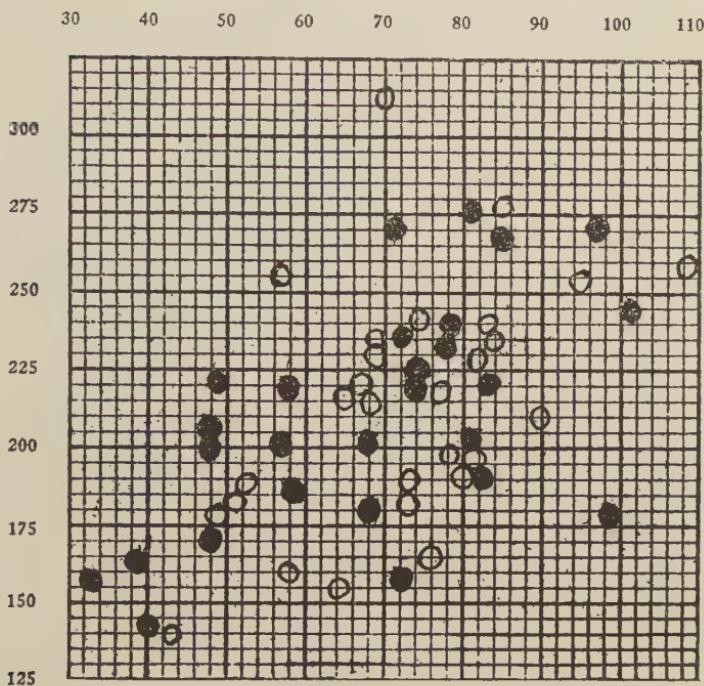
Correlation Chart  
55 High School Juniors

FIG. 6

Figs. 6, 7, and 8 show correlations between actual results in achievement tests and the original psychological tests.

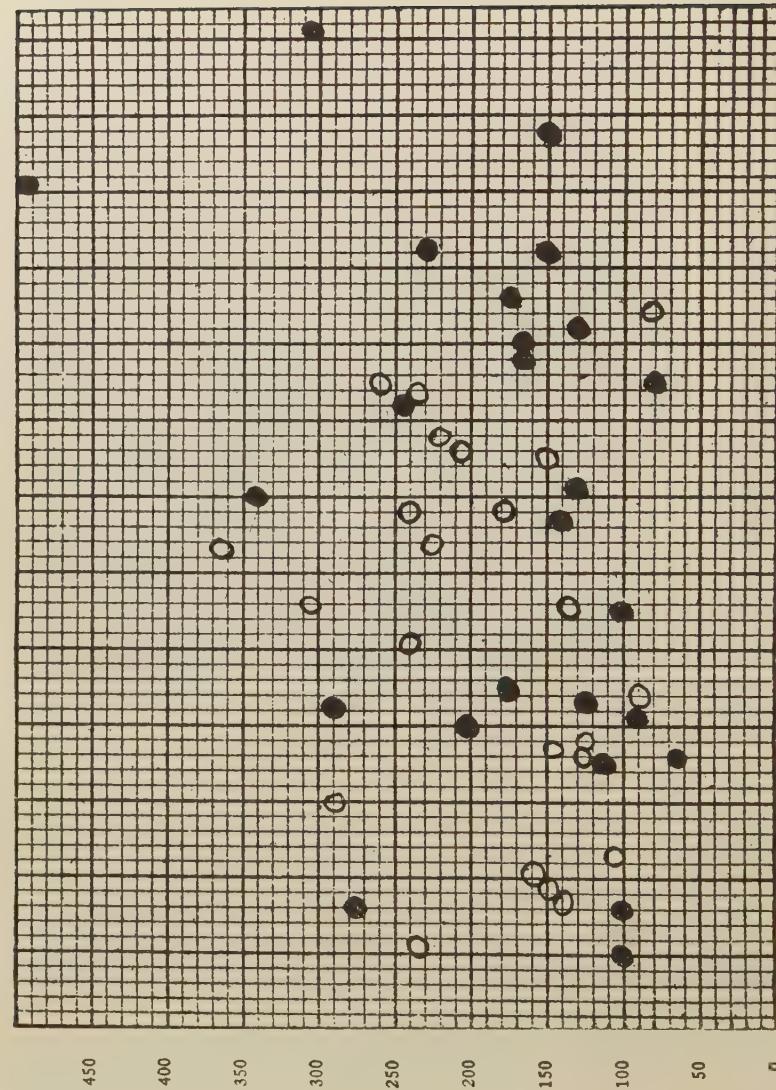
The fact that the same number of pupils does not appear on each chart is due to the fact that the data for some of the pupils have not been obtained because they have transferred to other schools since the data for some of the charts were made.

It is hoped that we may be able later to give a fuller and more complete report on the actual performance of this group of children as compared to the ability they showed in the original psychological tests.

Now what are the advantages of a homogeneous classification of high school students? Without assuming to have discovered all of the advantages, our experience leads us to suggest the following:

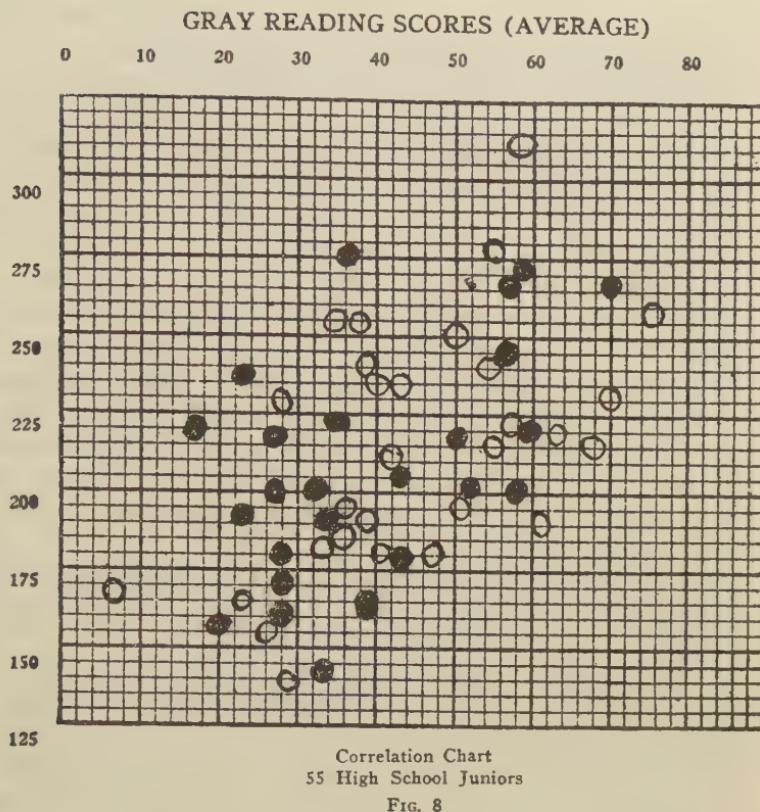
TOTALS IN RUGG AND CLARK TESTS

10 20 30 40 50 60 70 80 90 100 110 120 130 140



TOTALS IN PSYCHOLOGICAL TESTS

SCORES IN ARMY TEST



1. The teacher knows at the outset who the stronger and weaker pupils are and can adapt her methods of instruction to the pupils, thus enabling the brighter pupils to make as much progress as possible and the slower ones to go at a pace slow enough to insure their learning something worth while. This would surely make for efficiency in instruction and time. The opinion, often held by many, that it is better for the slower pupils to be in classes with brighter ones cannot be justified by any careful consideration of the facts gained by studying scientifically the method of homogeneous classification. As has been pointed out elsewhere, the failure to classify according to ability doubtless leads to enormous losses to all concerned.

2. As a corollary to (1) above, homogeneous classification reduces the number of failures, because the students who might otherwise

fail are given individual attention earlier in the course and their chances of passing the course are materially increased.

It is hard for anybody to justify the large percentages of failures in many schools in this country and the effect of such failures is bad.

3. On the other hand, homogeneous classification makes it possible for the brighter students to cover a great deal more work in one year than would be possible otherwise. This gain is very important when we consider how great the need for well trained men and women is these days.

This third advantage does away with the well known type of student who though really brilliant is forced to go at a snail's pace, gets bad habits of all kinds, and is often dubbed a failure by his teacher. The same pupil often shows up later as a real genius and then he is put up as a sample of a really inferior type who succeeds in spite of his lack of ability to do school work. It would be interesting for all of us to know the true history of some of these cases of which there are many well known ones.

4. The most important advantage of homogeneous classification, as it appears to the writer, is the enormous gain for society through the certain conservation of human resources.

It seems fair to say that both psychological and educational tests may be used (1) as a basis for classifying students in order more to properly instruct them and (2) as a basis for predicting with some degree of certainty what the subsequent work of the pupil is likely to be. Certainly we can help to make it more nearly what it should be if we know more about what ought to be expected.

The following paper was not read, owing to the press of other numbers on the program.

#### THE INDUSTRIAL CO-OPERATIVE COURSE OF STUDY IN THE YORK HIGH SCHOOL, YORK, PENN- SYLVANIA; ITS SCOPE AND CHARACTER

A. WANNER, CITY SUPERINTENDENT PUBLIC SCHOOLS,  
YORK, PENNSYLVANIA

##### ADOPTION

The co-operative plan of education, as developed by Dean Schneider in the University of Cincinnati, furnished the inspiration for undertaking the work in York. Early in the spring of 1911, under the initiative of the superintendent, the subject was taken up constructively by the school board.

The manufacturers were consulted, and through their excellent local organization, from the very beginning, co-operated with the school board. The proposed course was discussed and views interchanged, particularly by those who were members of both bodies. As a result the necessary steps were taken to organize such a department to be opened in September in the beginning of the school year of 1911-12.

#### INITIAL SUPERVISION

The growing need of better mechanics for our shops was asserted by manufacturers and conceded by the school board, and from the start the greatest consideration was given to such features of the proposed department as might promote industrial efficiency. It was the intention to organize a shop school rather than a school shop. Hence familiarity with shop conditions and shop requirements was an essential qualification sought in selecting the supervisor.

#### ORGANIZATION

The course for its completion requires four years of part time in school and part time in the shops of the city under shop foremen and subject to the same shop conditions as apply to other apprentices. With the exception of two weeks' vacation the boys work in the shops for the entire time the schools are closed for the summer.

During the time schools are in session, boys pursuing like trades are paired and alternate in school and in shop. This year a period of alternation of two weeks is being tried instead of one, as heretofore.

For the completion of the shop apprenticeship a total of 5,400 hours of shop service is required. This was determined arbitrarily. It might have been more or less. However that length of time was fixed by the manufacturers' association of the city. Other similar questions were referred to that body for decision so that the details of organization embody the recommendations of the manufacturers. Obviously a very essential method of procedure since the shop part of the course is determined by their attitude.

#### WAGE

The wage paid is on a sliding scale advancing for each of the six equal periods into which the hours of service are divided.

#### SHOP AGREEMENT

Owing to the fact that the work is part in school and part in shop, and that the school has no jurisdiction over the shop and the shop

none over the school, there are a number of conditions that arise which are difficult to meet. These are, in large measure, solved through a regular agreement entered into by both manufacturer and apprentice. That contract, embodying the essential features of an ordinary apprenticeship agreement, defines, in addition, certain relations that the apprentice sustains to both shop and school, thus correlating the two organizations.

#### SHOP SUPERVISION

The director of the department is in close contact with the management of the various industries wherein boys are employed. By personal inspection of the kind of work being done in the factory and through frank reports from foremen, he acquires a knowledge of both the efficiency and the deficiency of school apprentices. A relationship which should lead to modification of the school curriculum in case it lacks adaptability to shop demands, and, in general, to the best correlation of scholastic and craft requirements.

One very difficult and most important phase of training requires the closest working co-operation between school and shop. An apprentice, in order to master his trade, should be given adequate opportunity to learn fairly well how to operate the leading machines used in his craft. However, shop limitations and the common practice of keeping boys on a few machines, operate to defeat that end. The remedy lies in the maintenance of a school shop.

#### SCHOOL SHOP

Shortly after the course was inaugurated in York, one room in an old school building was equipped with a few of the leading machines in metal working. Later some wood working machines were set up in an adjoining room. Recently, under the congressional act providing for the sale of surplus government property, the district has acquired an ample shop equipment which will be set up in the near future.

In the York school shop pupils, in addition to receiving supplementary instruction, are given preliminary trials on machines prior to their assignment thereto in the plant. In that way transfer to other machines in the plant is facilitated and apprenticeship efficiency increased.

**ACADEMIC COURSE OF STUDY**

The chief departure in the academic course of study from the usual high school curriculum, consists in the accentuation of drawing, physics, English, mathematics, and other subjects related to the industries. Opportunity is given for an elementary study of Spanish and French. But the part-time course will not permit a sufficient amount of academic work during school hours to satisfy college entrance requirements. Even when additional time is profitably devoted to special subjects the pupil is heavily handicapped and can entertain little hope of making up deficiencies unless an additional year is given to post graduate high-school work. A discouraging condition one would suppose, and conclude there would be few candidates for higher institutions.

The reverse is the case. There seems to be developed a better appreciation of educational values and a desire to become more proficient in both the theory and practice of industrial knowledge. This statement is sustained by the following data:

The number of industrials in class of 1919.....	29
Number now in college.....	1
Number preparing for college entrance.....	12
Making a total of.....	13
or.....	45%
Number of other boys in class of 1919.....	38
Number of other boys in high institutions.....	23
or.....	60%

The percentage of industrials seeking higher education is all the more noteworthy since when the trade course was selected, very few had any intention of continuing their education after high school graduation.

**CERTIFICATION**

At commencement the usual high school diploma, specifying the course pursued, is awarded. Later, when the 5,400 hours in the shop have been completed, the following certification is engrossed on the diploma:

This is to certify that (name) has completed in a satisfactory manner the shop work of

the Industrial Course and has served his apprenticeship  
 as a (name) in the plant of the (name of  
 plant) York, Pa.  
 (name) General Manager  
 (name) Superintendent  
 Date.....

#### GROWTH

With each year, since its inauguration, the enrollment in this department has increased. This year sixty-four per cent of the boys admitted to the high school selected the industrial course. Present enrollment, 1919 and 1920, is as follows:

Seniors.....	42
Juniors.....	63
Sophomores.....	73
Freshmen.....	115
	—
TOTAL.....	293

#### TRADE LOCATION

Trade location of class of 1919:

Machinists.....	122
Pattern Makers.....	19
Electricians.....	18
Cabinet Makers.....	2
Paper Makers.....	4
Core Makers.....	1
Metal Platers.....	2
Sheet Metal Workers.....	4
	—
TOTAL.....	172

#### EARNINGS

The wages received, of course, belong to the pupil. In the following statement are given the earnings for last year by classes:

Sophomore.....	\$11,796.18
Junior.....	9,766.95
Senior.....	8,354.94
Total.....	\$29,918.07

### LOCAL INFLUENCE ON EDUCATION

In conclusion, with the underlying purpose of a department like the one discussed in mind, it follows that the local element should exert greater influence in modifying school curricula, particularly along the lines of vocational education. True the larger part of education is cultural and general and more or less uniform, yet there should be a more intelligent recognition of adult and district industrial needs and better conservation of school facilities to meet them.

Perhaps the conclusion can be generalized better by asserting that, so far as can be done without sacrificing the broader and higher aims of education in its relation to citizenship and the development of character, there should be a closer degree of correlation than now exists between the public schools and the commercial and productive activities of the community.

### MINUTES OF THE FOURTH ANNUAL BUSINESS MEETING

The Fourth Business Meeting of the National Association of Secondary School Principals was called to order by Principal E. J. Eaton, Principal of West High School, Des Moines, at 3:20 in the main auditorium room of Old Stone Church. PRINCIPAL EDWIN F. MILLER, PRINCIPAL OF NORTHWEST HIGH SCHOOL, DETROIT, MICHIGAN, presented the report of the curriculum committee as follows:

#### REPORT OF PROGRESS BY THE CURRICULUM COMMITTEE

The courses of study for an educational unit should be built upon a single basic plan. By an educational unit may be meant a township, a city, a county, or a state.

The conscious purposes to be kept before those who are engaged in preparing courses of study should be two in number:

- (a) The individual development of the pupil.
- (b) The fitting of the pupil to perform social service.

Perhaps it would be more accurate to say that the ultimate purpose is to organize school work so as to render the co-operation of individuals and groups of individuals more effective.

In the organization of each subject there should be a systematic effort to present the subject in such a way that it will contribute as far as possible to each of the seven great educational objectives:

- (1) Health
- (2) Command of fundamental processes
- (3) Worthy home membership
- (4) Civic education
- (5) Vocation
- (6) Worthy use of leisure
- (7) Character

There are four phases to be considered in the education of the individual: Development, equipment, organization, and inspiration.

By development is meant the acquisition of basic experiences. Their products are largely what we call knowledge.

Equipment is gained by the repeated use of experience for the purpose of acquiring control over it. Equipment exercises produce skill.

The co-ordination and combination of knowledge and skill produce organization. Such organization exercises produce powers.

Inspiration means the arousing in the individual of an inner desire to render worthy service.

Learning must pass through these four stages. To make it effective the school must maintain a proper balance and sequence between them. They may all be found in every grade. Sometimes all occur in a single lesson. It is true, however, that in the kindergarten the emphasis should be mainly upon development, in the intermediate school upon organization, and in the high school upon inspiration. But the fact that development, organization, and inspiration occur in all grades must not be overlooked.

The products of education may be, therefore, classified as knowledges, skills, powers, attitudes, and ideals. In all educational activities subject matter is used, but success or failure depends more on the way it is used than on the nature of the subject matter. Method is of more importance, therefore, than subject matter.

A program of study in any one branch (e.g., English or mathematics) should consist of three parts:

1. A statement of the objectives to be reached by a study.
2. Illustrations of the way in which the subject is to be used in developing ability. These should be concrete records of what has been done in actual lessons, and not theoretical statements of method.
3. An outline of the subject matter to be used. Most courses at the present time omit Part 1 and Part 2. Probably the material provided should be more abundant than the most brilliant students

can use. Teachers should be trained to select the items best suited to their classes, and should be taught that the ability to develop pupils is more important than it is to finish a certain amount of subject matter in a certain length of time.

The standards set for attainment in each grade should not be determined arbitrarily, but should be ascertained by means of the scientific study of children and the needs of society. It must take account of the median capacity of normal children, the needs of society, the methods to be used, the subject matter to be stated, the available equipment, the available time, and the ability of the average teacher. In general the schools must use methods which yield a maximum of self-direction, self-appraisal, self-control, and power to work co-operatively.

The field of this committee's work being confined to the intermediate and the high school, we begin our attempt to build definitely upon those foundations with the seventh grade. The seventh grade should be a period of discovery, the goal being a discovery by the pupil of his own powers, tastes, and aptitudes. In order to secure this end, it is recommended that the course of study be the same at least in the first half of the seventh grade for all pupils and that it consists of (1) English, (2) literature, (3) mathematics, (4) social studies, (5) informational courses in vocational subjects, (6) music, (7) physical training, (8) science, (9) drawing, (10) practical arts, supplemented by educational diagnosis.

The fundamental purpose of the teacher and the pupil alike in this grade should be to determine as far as possible whether the individual pupil belongs in what we may roughly call the mechanical group or in the intellectual group. In the middle of the seventh grade or possibly at its end the group may be divided into two. One of these will probably find its fullest and most satisfactory expression in concrete activities, the other in academic. The former group will then proceed with ever intensified and specialized efforts until the end of Grade 9, at which point its members will be prepared in a large measure to enter upon a career of wage earning. The academic group may be variously differentiated into smaller groups, the most likely being a commercial group and a college group. It is the opinion of the committee that the commercial group should, if possible, continue in the high school until Grade 12 is completed. However, it is advisable to provide for those who cannot afford to spend so much

time upon their preparation. Full opportunity should be allowed for transfer from group to group, in case such transfer seems wise.

In the organization of the school curriculum, it seems advisable that the seven objectives be allowed in a large measure to determine what shall be required. Objective 1, for instance, would make obligatory for all pupils a reasonable amount of physical training and instruction in hygiene. Probably not less than one 45-minute period should be required daily for each pupil in the junior and senior high schools.

Objective 2, the fundamental processes, calls for thorough preparation in arithmetic and English. Especial attention should be given to the teaching of accuracy in written English. To this end there should be more rather than less rationalized grammar, punctuation, spelling, and capitalization taught. The fact that a thorough grasp of English is seldom attained except by those who have had solid training in foreign languages should be borne in mind.

Objective 3, Worthy home membership. That proper provision should be made for instruction in household arts, in household mechanics, in music, in literature, and in art, goes without saying.

Objective 4, Civic Instruction. Probably the course in history should be so largely organized as to include the social sciences. By the social sciences we mean community civics, civics, economics, and the study of the problems of democracy. The exact sequence of these studies cannot as yet be determined. It seems probable, however, that all students should be required to take community civics in the eighth or ninth grade, civics and economics in the twelfth, general history in the tenth, and American history in the eleventh.

Objective 5, Vocation. The only direct vocational work which most high schools thus far have been able to give is in commerce. It is recommended, however, that as far as possible vocational training, organized to supply the needs of the community in which each school is located, be supplied, and that vocational guidance be given in all schools. The fact that certain academic courses leading to law, medicine, dentistry, engineering, and business administration, are indirectly vocational, is perhaps worthy of comment in this place.

Objective 6, Training in the worthy use of leisure should be provided for by instruction in athletics, literature, music, art, and the drama. It is quite possible that some provision should be made for instruction in social games.

Objective 7, Character. The committee is not prepared to make a definite statement with regard to the special separate courses in ethics.

The election of studies should probably be limited to the election of groups of studies rather than to the election of individual subjects.

Principal Edward Rynearson of Fifth Avenue High School, Pittsburgh, Pennsylvania, moved that the committee be continued. The motion prevailed.

PRINCIPAL LEWIS W. SMITH, OF JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS, presented the report of the committee on Uniform Certification Blank. A supplementary report was given by Mr. A. G. Hall, Registrar of University of Michigan. Principal C. P. Briggs, of Rockford High School, Rockford, Illinois, moved that the report be adopted tentatively for one year. A substitute motion by Chairman Smith to adopt the blank as it stood prevailed. The blank as adopted is shown on pages 103, 104, 105 and 106.

This is to certify that .....  
(Give name in full)

of .....  
(Number and Street) (City) (State)

was graduated from the ..... High School of .....

on ..... 19 ...., has completed the work shown in detail below, and on account of the excellence of his record *is hereby officially recommended for admission without examination to the .....*

of .....  
(College or Department) (University or College)

Date ..... 19 ..... Principal





Passing Grade in School ..... Grade required for Recommendation to College ..... Length of Recitation Period ..... Mark (L) any units occupying double periods. Specify by (PG) any subjects taken subsequent to graduation.

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Please fill out the blank completely, using typewriter if convenient.

Do not fail to state the college or department of the university the applicant wishes to enter.

The Principal should send this recommendation DIRECTLY to the College, not through the applicant. [Copyright applied for]

**MR. J. G. MASTERS, PRINCIPAL OF THE CENTRAL HIGH SCHOOL,  
OMAHA, NEERASKA, presented a proposed constitution of a  
National Honor Society for Secondary Schools:**

**PROPOSED CONSTITUTION OF AN HONOR SOCIETY FOR HIGH SCHOOLS  
PRESENTED BY**

**J. G. MASTERS OF CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA**

**ARTICLE I—NAME AND OBJECT**

The name of this society shall be the "Honor Society of American High Schools," or "American Honor Society," or "High School Honor Society."

Its object shall be the development of character, high scholarship, effective leadership, and conspicuous service in the high schools of America.

**ARTICLE II—ORGANIZATION**

The society shall consist of organizations in the various high schools of the United States supported by public taxation and which are accredited with such agencies as the North Central Association of Colleges and Secondary Schools, the New England Association of Colleges and Secondary Schools, with the Southern Association of Colleges and Secondary Schools, and of those high schools of equal standing. Each society shall have the approval of the National Council for its organization and shall conform to the rules as outlined by the National Association of Secondary School Principals and the National Council.

**ARTICLE III—MEMBERSHIP**

Membership in the Society shall be based upon character, scholarship, and effective leadership within the school. To be eligible for membership, the student must have spent at least two years within the high school electing such student. Not more than an average of 10% of the class shall be elected to this society and election shall take place only in the semester in which the student is graduated. In no case shall the number of girls exceed 70% of the number of those elected.

**ARTICLE IV—ELIGIBILITY**

Candidates eligible to membership in this organization shall have a standing of the first fourth in the graduating class. In no case shall any student be elected to membership who is not of high moral character, and preference shall be given always to those students in the above fourth who have shown effective leadership in the

activities of the school, or those who have rendered signal service to the school and fellow students.

In making the actual selection the ratio of the value of scholarship to effective leadership and service shall be as six is to four.

#### ARTICLE V—ELECTORS

The selection of members for this society in each high school shall be in such manner or by such method as each principal shall determine.

#### ARTICLE VI—OFFICERS

The officers of this organization shall be a President, Vice-President, Corresponding Sec'y, and Sec'y-Treasurer, with the usual duties attaching to such offices.

#### ARTICLE VII—SPONSOR

All meetings shall be under the direction of a sponsor selected from the faculty of the high school.

#### ARTICLE VIII—EXECUTIVE COMMITTEE

The above officers, together with five additional members elected by the organization shall constitute the executive committee. The executive committee, together with the sponsor, shall have general charge of the meetings and business affairs of the society but any such action may be subject to review of the entire organization.

#### ARTICLE IX—FEES AND DUES

There shall be no dues for membership in any of the local organizations and all necessary funds shall be raised by vote of that organization. Each local organization shall contribute whatever amount may be assessed by the National Council.

#### ARTICLE X—EMBLEM

The organization shall have an appropriate emblem selected by the National Council. It shall contain the name or initials of the Society, the name or initials of the school, etc., but in all cases the emblem shall be uniform throughout the United States.

#### ARTICLE XI—GENERAL CONTROL

A National Council of six, selected by the National Association of Secondary School Principals, shall have general control of all the affairs of the various organizations of this Society. These six members shall be chosen for a term of two years, three being selected annually except for the first year in which case six shall be elected and these shall draw by lot for the one and two year term.

After some discussion Principal Arnold Lau of Rock Island High School, Rock Island, Illinois, moved that the committee be continued for one year. This motion prevailed.

PRINCIPAL C. BRIGGS, ROCKFORD HIGH SCHOOL, ROCKFORD, ILLINOIS, chairman of the Committee on Physical Training, made a brief report and asked that the Committee be continued. It was so moved and passed. The Sub-Committee on Military Training made no response on call for report.

The Secretary read the minutes of the Chicago, 1919, meeting. They were adopted as read.

PRINCIPAL J. W. THALMAN OF CENTRAL HIGH SCHOOL, ST. JOSEPH, MISSOURI, gave the following report for the Committee on Necrology.

Inasmuch as it has pleased Almighty God to take from our midst the following men—Principal Oliver S. Westcott, Waller High School, Chicago; H. H. Holmes, Principal Central High School, Kansas City, Mo.; Charles Barrett, Principal South High School, Columbus—*be it resolved*—

(1) That the National Association of Secondary Principals here assembled express our feelings of honor and respect for these men who devoted their lives to the cause of education, by standing at silent attention for thirty seconds.

(2) That the Secretary of this organization be instructed to place in the YEARBOOK the names of these men with a brief appreciation of their life and work.

Signed,

P. C. BUNN,  
J. W. THALMAN, *Chairman.*

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#### OLIVER SPINK WESCOTT

Born—Wickford, R. I., December 15, 1834.

Died—Oak Park, Illinois, July 31, 1919.

Graduated Brown University, 1856, and was the last survivor of this class.

Honorary degree of Sc. D., Brown University, 1892.

Mr. Westcott's great native ability and untiring energy were devoted to the profession of teaching. After ten years in smaller communities—largely in Illinois—he came to Chicago in 1867 as teacher of Mathematics in the old Central High School. For forty-seven years the name of Oliver S. Westcott was connected with the Chicago schools, thirty-one years as principal of the old North Division High School, now known as the Robert A. Waller.

At the age of seventy-five, Mr. Westcott sent in his resignation to the school board, but was prevailed upon to reconsider. At that time the following tribute was paid to his efficiency:—

*Chicago Tribune* editorial: "It is worthy of note that a scholar of ripe culture has found a satisfactory life task in connection with the

public schools. There is a good deal of satisfaction in noting the career of one who has given his best years to the public schools and has yet found time and inclination for investigation in more than one field."

Five years later, December 1914, on his eightieth birthday, Mr. Westcott withdrew from active service. At that time Superintendent Ella Flagg Young wrote: "On your resignation from the principalship of the Waller High School I cannot refrain from writing you something of my appreciation of the power for intelligence and excellence that you have been in Chicago. My congratulations to you upon the completion of your eightieth year with Oliver Spink Westcott all there!"

Dr. Westcott was a man of affairs as well as a teacher. He was a charter member of the Apollo Musical Club of Chicago and at the time of his death one of two honorary members. He was connected for many years with the Hamilton Club, and other organizations of leading men of the city. While in active service he never failed to attend the meetings of the N.E.A. and served that association in several important positions.

Dr. Westcott was an unusually versatile man—an accomplished linguist, speaking fluently French, Spanish, German and Italian, an authority on Mathematics, an enthusiastic biologist, having the largest private entomological collection in the state—over forty thousand mounted specimens. All this wealth of learning and rich experience he gave to the youth of the great city where his long life was spent. The good that he did to the thousands of men and women whose aspirations toward better things he cultivated can never be estimated.

#### HUGH HAMILTON HOLMES

Hugh Hamilton Holmes was born in Livonia, Indiana, June 4, 1867. He received his early education in the schools of Mitchel, Indiana and later graduated from the Southern Indiana Normal College. His first teaching positions were in his native state at Plymouth and at Campbellsbury. In 1887 he went to Missouri and taught in the schools of St. Charles, Nevada, Rich Hill, Springfield, and Moberly. In 1897 he went to Kansas City as teacher of Mathematics in the Central High School. He became the vice-principal in 1908 and the principal in 1912. For almost a quarter of a century he was connected with this institution.

Mr. Holmes had many characteristics which made him well fitted for being at the head of a large and growing high school. He was a master of detail, a thorough student of human nature, a fluent public speaker, and a man of broad education. He was kind, thoughtful, and fair-minded. Seldom was a principal so loved and respected by both faculty and students. A cheerful smile and an encouraging word made him a friend of all. Fairness, loyalty, and optimism were always emphatic in his demand for clean sportsmanship and fair play. His kindly spirit, his pride in his school, and his loyalty toward both faculty and students helped him maintain and build up an institution which has held an enviable record for over fifty years.

Saturday, January the twenty-first, Mr. Holmes was taken ill with influenza. A few days later, pneumonia complications set in and he died the following Friday. In his death the students feel the loss of a loved adviser and friend. His fellow teachers mourn the loss of a brother and a leader of unusual ability. Our sympathy goes out to his loyal wife and to the many friends and relatives. Although he is with us no more, the influence of such a life will live forever. The imprint of his character on the thousands of students with whom he came in contact is a monument more lasting than granite.

#### C. S. BARRETT

Principal Charles S. Barrett of South High School, Columbus, Ohio, passed away February 21, 1920. Mr. Barrett was born near Cadiz, Harrison County, Ohio. He received his early education in the schools of his native county and at the age of eighteen entered Hopedale College, graduating in 1885. He first taught country school and later was an instructor in Hopedale College.

His work first in school supervision was as principal at Cadiz, Ohio. After carrying on this work for three years he took up the principalship of the Fifth Avenue School at Columbus. Mr. Barrett was made principal of South High School, Columbus in 1900. While principal of South High Mr. Barrett availed himself of the opportunity of doing considerable graduate work at Ohio State University, giving special attention to Psychology, Philosophy, Pedagogy, and History of Education.

He was an educator of studious habits and has always given his best energies to the work of his profession. He was gentle, but inflexible when a matter of principle was involved. His motives, his conduct, his thoughts and his language were clean. He was

always looking for the good in people. His greatest joy was in the successes of his friends. He was unselfish. People loved him because he was lovable and those who knew him best loved him most. He worked hard but found great joy in his work. He was a leader in his profession and in his community.

Mr. Barrett was a member of the National Teachers' Association, Central Ohio Teachers' Association, City Teachers' Association, and the Central Ohio Schoolmasters' Club. He was at one time President of the City Teachers' Association and was the first Secretary of the Central Schoolmasters' Club.

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The Committee on Resolutions, through its chairman, PRINCIPAL BENJAMIN F. BUCK, SENN HIGH SCHOOL, CHICAGO, presented the following report:

#### I

*Resolved* (1) That this Association as a body and as individuals, emphasize the social nature of the high school organization, the word "social" being taken to mean that the school is in itself a community providing the opportunity for definite training in citizenship and democracy.

(2) That the members of this Association pledge themselves, as far as lies in their power, to experiment with, and when possible, carry out projects and schemes specifically training students in the assumption of responsibility for the welfare of the school, and in the intelligent selection of leaders for extra-curricular activities, including definite activities of trust and responsibility in school government.

(3) That it is the sense of this Association that all such projects, plans, etc., be administered not as pure devices, but that they be administered in the spirit of actually educating and training students in community responsibilities.

#### II

*Resolved*, That this Association endorse the following statement regarding the function of the Part-Time Continuation School:

It is the function of the Part-Time Continuation School to provide work that will bring about the acquisition of such attitudes, bodies of information, habits, and skills, as will best raise the general level of intelligence to assist in effectively and patriotically performing the duties of citizenship and home-making for that body of young

people who leave school before the end of the period for secondary education.

It is not the function of the Part-Time Continuation School to provide intensive vocational training such as will lead to mere increased mechanical efficiency.

### III

The Committee begs leave to propose that the Program Committee incorporate in the program definite projects or experiments in actual classroom instruction, or in actual administration, which would be vitally interesting and helpful in promoting the best interests of secondary education.

That the members of this Association pledge themselves to inform its President of such projects or experiments as are personally known to them to be sufficiently advanced to furnish the bases of definite reports, which would be helpful in promoting the interests of secondary education.

### IV

We commend the liberal policy in college entrance requirements that is being generally adopted by the state universities, the co-educational colleges and the majority of the colleges for men. These institutions are serving the cause of educational progress by recognizing their function as an integral part of the educational organization of a democratic community.

The growing use of psychological tests has shown that many students who lacked certain technical preparation in subject matter have proved themselves capable of profiting by the educational opportunities of college grades. We believe that any student who, after the completion of a four year high-school course, is recommended for admission to a specific college course by the principal of a reputable high school, should be given an opportunity to demonstrate his fitness for such course in the college.

On the other hand, we strongly protest against the uncompromising attitude of some educational institutions in their absolute prescription of intensive courses in certain traditional subjects, their unwillingness to accept any substitutions and the consequent exclusion of many students of unquestioned ability from the advantages of a college education. Unfortunately, the necessity of preparing for such colleges seriously limits the service which the high school can offer to the 90% or more of its pupils who have no intention of

going to any college. In schools that cannot afford a wide variety of courses, the college preparation required deprives a large majority of students of the privileges of the modern high school, if such requirements are met.

We, therefore, very strongly recommend that the officers of this Association of Secondary School Principals take all possible measures to bring about a more satisfactory co-operative relationship between such colleges and secondary schools.

## V

*Resolved*, That this Association lend its powerful influence in every possible legitimate way toward increasing the financial remuneration for all those who are concerned with the educational welfare of young people.

The Committee on Nominations, through its chairman, B. FRANK BROWN, OF LAKE VIEW HIGH SCHOOL, CHICAGO, made the following report:

## President:

Principal E. D. Lyon, East High School, Cincinnati, Ohio

## Vice-president:

Principal J. G. Masters, Central High School, Omaha, Neb.

## Secretary and Treasurer:

Principal H. V. Church, J. Sterling Morton High School,  
Cicero, Illinois

## Executive Committee:

W. D. Lewis, Harrisburg, Pa.

M. C. Prunty, Tulsa, Oklahoma

Richard F. Hargreaves, Central High School, Minneapolis

The Treasurer read the following report:

## REPORT OF TREASURER

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

FEBRUARY 19, 1919 TO FEBRUARY 1, 1920

PRESENTED AT CLEVELAND, OHIO, FEBRUARY 24, 1920

## RECEIPTS

Balance on hand February 19, 1919.....	\$204.09
Received annual dues Feb. 19, 1919-Jan. 18, 1920.....	393.00
<b>TOTAL.....</b>	<b>\$597.09</b>

## EXPENDITURES

Envelopes for mailing <i>Yearbooks</i> . . . . .	\$ 9.85
Two (2) guests at banquet at Chicago . . . . .	4.00
Payment on <i>First Yearbook</i> . . . . .	47.50
Postage . . . . .	36.26
Printing . . . . .	44.50
Telegrams . . . . .	3.41
 TOTAL EXPENDITURES . . . . .	 \$145.52 \$145.52
 Balance on hand in bank . . . . .	 \$451.57

The report of the Treasurer and the report of the Auditing Committee presented by PRINCIPAL RICHARD F. HARGREAVES, of CENTRAL HIGH SCHOOL, MINNEAPOLIS, were adopted in one motion.

The Association then adjourned.